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ABSTRACT

This resource guide is designed to help principals acquaint themselves and their teachers with instructional television (ITV) programming and to assist in the supervision of ITV use to obtain the optimum educational value for students. A brief introduction presents a rationale for the educational use of television and describes the Nebraska State Instructional Television Services Department. A checklist is provided for use in evaluating the overall system for use of ITV in a school before addressing the validity of ITV use by individual teachers. The title, class level, and a brief description are presented for each of 118 general ITV on-air programs which are available to teachers through the Nebraska system. Additional programs are also listed in eight categories: (1) foreign language; (2) guidance; (3) language arts; (4) physical education; (5) science; (6) social studies; (7) teacher inservice; and (8) vocational education. Suggestions are provided for successful classroom implementation of instructional television, and ITV Services support materials are outlined. An ITV evaluation checklist, a model for using instructional television, a diagram of the relationship of ITV to instructional skills, and copies of four different types of ITV program request forms complete the document. (JB)

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A Principals Guide To Instructional Television in the Classroom

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"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
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Setting up a functioning, useful ITV program in the high school requires a principal who is open to new programs and who enjoys working with the instructional side of school work. The principal must be involved from the beginning. He or she must have a major role in making decisions from planning stage to full operation. It isn't too much to say that the principal is the key to the success of the project.
(NASSP BULLETIN, National Association of Secondary School Principals, Vol. 64, No. 437, September 1980)

Rationale

Instructional Television Services of the Nebraska Department of Education believes that telelessons can be an asset used by your teachers in providing quality education. We know this is your objective as well as that of the teachers, students and patrons of your school.

Television is an all-pervasive medium that can not only extend the walls of the classroom to lengths not otherwise possible but can escalate learning to a higher level of affective thinking. Telelessons can bring emotions, moral judgments, and real-life situations into your classrooms.

Television as a means of communication and recreation is, for better or worse, with us and will continue to be. Since TV is not going to go away and since students in particular and people in general are predisposed to watch and enjoy television as well as believe what they hear and see on television, this medium must also be a means of education.

Further, as educators, we would be remiss in our duties if we did not show our students how to use, make judgments about and be educated by television.

Unfortunately, television can be subject to misuse in the classroom just as textbooks, worksheets, filmstrips, group discussions, study halls and any other facet of our educational system can be misused if an individual teacher is so inclined. Since we, like you, wish to see all materials used to their maximum educational value we offer to you a handbook to help you acquaint yourself and your teachers with ITV programming and to aid you in the supervision of ITV use to attain the optimum educational value for your students.

> **Whatever expanded experiences children have with TV is dependent on adult direction, encouragement, and facilitation. We know that in helping children learn to read, and in guiding and directing their reading, we make books become pathroads to knowledge and vicarious experiences. We should, I think, proceed in the same way with TV, for TV has much the same potential for expanding a child's world and for enriching a child's life. Learning to use TV well is much like learning to use books well. And that is where adults come in, particularly teachers. The values in TV are yet to be realized. The schools must provide TV education for a TV world.**

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

Instructional Television Services

Instructional Television Services of the Nebraska Department of Education provides classroom instructional television at all levels in Nebraska schools. This includes the planning, development, production, acquisition, distribution, and utilization of instructional television lessons and appropriate supportive textual materials.

Instructional Television (ITV) is a concept which infuses the technology of television into the teaching/learning process. Some ITV materials can stand alone, with telelessons and printed materials sufficient for use as a total plan of instruction. Other materials are created for use as resources to supplement the main components of instruction. Whatever the nature of the ITV offering, its special contribution to the classroom is the unique and powerful visual experience it provides which could not easily be duplicated in any other way. Designed to meet curriculum needs expressed by Nebraska educators, ITV programs are broadcast statewide over the Nebraska Educational Television Network each school day. In addition, Omaha residents may also view ITV programs on station KYNE (Channel 26).

ITV is funded annually by the State Legislature, allowing us to provide selection, lesson development, lesson production and lesson delivery as services to all Nebraska school districts. The purchase of local equipment and ancillary print materials for use with the telelessons represent the only costs borne by Nebraska school districts.

ITV programs and their accompanying print materials meet special needs in nearly every curriculum area. In some instances, teachers use ITV exclusively to cover specific subject areas. For example, an elementary teacher responsible for many subjects might use a semester-long series to teach art and/or music. Similarly, a secondary teacher might use a short course on a particular science topic to provide in-depth instruction.

ITV curriculum materials are acquired from three main sources--local productions, productions by multi-state consortia, and pre-packaged productions from outside agencies.

NDE is responsible for program selection, but the recommendations and needs of many different groups enter into that selection. Input from ITV Liaison Meetings, NDE's curriculum consultants, and the ITV Curriculum Advisory Committee are taken into account. To insure the effectiveness of this selection procedure, programming and print materials are evaluated annually by NDE, with input from educators, to determine if they are continuing to meet teacher needs and hold student interest.

ITV Services provides 122 different educational series including nearly 1600 lessons on the air each year. In addition 65 series are available for purchase by schools through our Instructional Resource Library (IRL). These numbers are expected to increase in the future as the use of the video-cassette recorder in the school makes it logical to broadcast more series with fewer on-the-air runs for each series.

Many of our series are provided on a bulk-feed basis in the late spring and early fall to allow your teachers to put a whole series on tape for future use in the most convenient way possible. By using bulk-feeds the teacher not only is assured of having the lesson for use in class, but has access to the lesson ahead of time for previewing and advance planning.

ITV Services acquires taping rights for the programs which automatically transfer to the schools. Only two of our programs carry less than one-year rights and many have three to twelve-year rights. All Nebraska-produced programs have recording rights in perpetuity. This means that a school could, literally, use the tapes forever which is important to long-range planning. The teacher does not have to worry about being able to get a lesson at the time needed if at all because the teacher already has the program on video-tape. ITV Services also makes available to your teachers the print material to make the classroom telelessons more meaningful. Teachers' guides and, in some cases, resource kits are made available at cost. Also available to schools are the Spring Planning Guide, Schedule Books, and the monthly newsletter INSIGHTS which has the schedule for the month as well as articles which point out issues that teachers should be made aware of.

ITV's usefulness is not confined to the classroom. Parents have an opportunity to view the same programs as their children, and can thus help reinforce in-school learning. The homebound student may benefit, too, by keeping up with the same programs his classmates are watching at school.

We at ITV are proud of what we consider to be a quality product and are proud of the fact that we can provide our services on an equal basis to all students in Nebraska.

ITV Services also can provide technical information concerning the utilization of your hardware or the use of particular programs and provides in-services on programs.

A central programming service like ITV can provide visual and auditory experiences of a quality almost impossible to equal in the classroom. Used as an integral part of instruction, television is an extremely effective learning tool. After examining the evidence at hand, Robert Hilliard of the Federal Communications Commission stated in 1976, "The question for the teacher who wants to improve learning in the classroom is not whether to use television but how to use it!"

TV can be a window to the world, even if the world seen through that window is not always accurately or sensitively presented. Children can find beauty and truth and culture and compassion on TV. That children do not find more of these kinds of experiences is more a result of what they are allowed to see than it is a product of the window itself.

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David A. England,
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You Say You Want A Model System?

Most local coordinators of ITV services are constantly striving to provide a viable and efficient system to facilitate the use of television resources in a classroom. There has been considerable research relative to successful use of television in a school. That, combined with the judgment and practice of others has resulted in what is presented here as a model system. The system is divided into three elements for clarity: (A) The Delivery System, (B) The Equipment, and (C) Management Procedures.

The following checklist is provided for you as principal to evaluate the overall system for use of ITV in your school before evaluating the validity of ITV usage by individual teachers.

A. THE DELIVERY SYSTEM

1. A coaxial cable distribution system carries a good signal to all classrooms. The signal can originate from a community cable service or from an antenna or antennas at the school. The signal must be as good or better than that received in area homes.

B. THE EQUIPMENT

1. Classrooms have easy access to color television receivers. A workable ratio is one receiver to three or four teachers.

2. Videorecording equipment is available. A program of preventive maintenance is established and there is quick access to backup equipment in the event of failure. Arrangements for maintenance and repair should be made in advance so downtime is reduced to a minimum.

3. An adequate supply of videotape is on hand.

4. Connecting cables are kept in good repair. Spares are immediately available.

C. MANAGEMENT PROCEDURES

1. The school system has developed a policy statement relating to the use of televised curricular resources. Such a policy should include the school's position on administrative and budgetary commitment, expectations from teachers using television, and a well-defined plan for managing the local service.

2. Using teachers have manuals and other ancilliary print materials to accompany telelessons which are used regularly.

3. There is a full set of teacher manuals available in the building to help teachers select programming which isn't used regularly and for which manuals, therefore, are not on hand in the classroom.

4. Inservice on use of programming and equipment is provided regularly.

5. First-year teachers are informed thoroughly of local policies, of capabilities of the local system, and NDE programming services.

6. Clear-cut procedures are established for requesting equipment, manuals, schedules, videotape and other paraphernalia associated with television use. A well-defined procedure for requesting videotape recording and playback is established.

7. There is a plan for recording programming outside school hours.

8. Someone is responsible for coordinating local ITV services.

9. Teachers are kept constantly informed of programming available.

10. A local procedure for collecting input from teachers regarding programming and all ITV services is established. Information is shared.

11. Local guidelines are established for copyrights of materials produced in the school or locally.

12. The community and Board of Education are kept informed of the relationship between ITV use and curriculum goals.

ITV Program Offerings

The following section contains the title, class level and a synopsis for each lesson that appears in the schedule book or in the Instructional Resource Library catalogue (IRL).

Each entry in the first section, (pages 8-20) will appear on the air at least once during the 1984-85 season. For dates, time of play, taping rights, supportive materials and individual lesson titles consult the ITV Schedule Book or the INSIGHTS newsletter.

Eacy entry in the second section (pages 21-29) is available for tape dubbing through the Instructional Resource Library catalogue. Through IRL you purchase a copy of the series for a price of $8.00 a lesson on your tape. You then maintain rights to the tape as long as ITV maintains rights, in many cases in perpetuity. For complete ordering information consult the Instructional Resource Library catalogue.

ITV Programming
ON AIR

Across Cultures is designed to help students see three cultures through the people who live in them, and to understand interdependence and our "world culture." The three cultures presented are the urban people of Osaka, Japan; the Tarahumara Mountain people of Chihuahua, Mexico; and the Baoule people of the village of Yrakrou on the Ivory Coast. John Robbin hosts the lessons in this series. Senior High

American Legacy explores the historical and contemporary U.S. by focusing on selected geographical areas. Historical events, personalities and the economic and cultural foundations of each topic will be examined. Grades 5-6

American Scrapbook takes students to moments and places that should be saved and remembered. The series lets them relive the dramas of history and gain a new insight into the importance of some of the nation's memorable events. The on-location production brings both historical accuracy and the beauty of our nation to the classroom. Grade 5

American Short Story is a series of lessons in American Literature for high school students. Each lesson features a theatrical portrayal of the short stories of such writers as Willa Cather, Ray Bradbury, Kurt Vonnegut and Stephane Crane. Senior High

American Story presents fifteen history lessons from the beginning to 1877. **America: The Second Century** presents a second fifteen lessons from 1877 to the Cold War. Senior High

Animal Behavior investigates animal learning and its relation to animal behavior. Students will witness many remarkable instances of animal behavior--some involving relatively simple invertebrates, others involving higher animals such as fish, birds, and chimpanzees. Lessons show scientists working with animals both in the wild and in laboratory situations. Junior-Senior High

Arts Alive is a study of visual arts, dance, music and drama which are treated separately and in multi-art presentations. All lessons are designed to relate arts to everyday life and enhance arts involvement, to increase knowledge of the building blocks of art forms, and to stimulate new perceptions of self and the individual's creative powers. Grades 6-8

The Art Corner introduces kindergarteners to possibilities available to them in art. In addition to art, development of psychomotor skills is emphasized in the series. Art Work by kindergarteners is shown. Kindergarten

Assignment: The World encourages a greater understanding of world and national news events through its news coverage format. Each lesson sparks student curiosity and serves as a basis for discussion on news happenings. The series also includes opportunities for students to send in their opinions on issues which are shared in the "Mailbag" segments of the lessons. Grades 6-8

Atoms and Molecules uses computer generated graphics, animation, demonstrations and models to explain how atoms form molecules. Emphasis is upon how physical and chemical changes come about to create new substances. Radioactivity and nuclear fission and fusion are explained. Grades 5-6

Basic Earth Science is designed to show the techniques used in geological investigation. Lessons describe among many topics, the monitoring of volcanic eruption and seismic disturbances, and predictions of glacial movement. Viewers will learn to apply more sophisticated analyses to their own earth studies. Junior-Senior High School

Belle Lettres' Story Saloon introduces literature students to a wide variety of literature from many cultures. Lessons ask who stories are written about, how settings are established and made believable, how stories are told and why they are written. In addition, viewers become acquainted with word choices as they explore dialogue, story action and descriptions. Grade 4

The Best of Cover to Cover I consists of the 16 most popular programs from the **Cover to Cover I** series. To be used in conjunction with **Book Bird**, **Best of Cover to Cover I** focuses on some of the finest books ever written for young people. The narrative and illustrations tell only part of the story, thus encouraging viewers to find the books in the library and read the endings themselves. Grade 4

The Best of Cover to Cover II consists of the 16 most popular programs from the **Cover to Cover II** series. To be used in conjunction with **Storybound**, **Best of Cover to Cover II** focuses on some of the finest books ever written for young people. Drawings illustrate the carefully selected books, creating the kind of interest that leads students to the library. Grades 5-6

Biology demonstrates ways in which students study the interrelationships of living things, including humans, with forms of life in the biosphere. It defines the functions of plants and animals in that system and shows different kinds of biotic communities. Special programs on unusual biological phenomena are included. Grade 10

Book Bird is an addition to the **Cover to Cover** family. Programs have been created by John Robbins to replace out-of-date **Cover to Cover I** segments. Used in tandem with **Best of Cover to Cover I, each episode of Book Bird** will explore one or two books through narration and lively art work. Grade 4

Bread and Butterflies establishes career development goals that are essential to future career choices and to an understanding of the economy. It recognizes that the individual, not the job description, is the real area of concern, and that understanding others and the work they do provides students with a basis for some of their own choices.

By the People is a series on the American political system. Lessons are designed to show high school students how they can become actively involved in the political process. Senior High

Colorsounds uses the popular video music to teach reading. Performances by the biggest names in the business are captioned with learning targets identified. Excellent for motivation or remedial reading. All levels

Common Cents is an economic series for the primary grades. The lessons point out that people depend on one another in many ways; this series focuses on the economic interdependence of people. It presents economic concepts in terms that young children can relate to their own lives. The lessons use a variety of techniques--puppets, skits, animation, songs and film segments--to explain basic economic concepts and to stimulate classroom discussion and activities. Grade 2

Community of Living Things takes students to remote regions where they can inspect more than 150 species of living organisms. By means of field trips, close-up photography and microphotography, programs explore the ecology of natural habitats, studying the adaptations of organisms, the interdependence of living things and the ways in which people have upset this balance. Junior High

Cop Talk provides necessary background on the rights and responsibilities of juveniles as citizens. The lessons reflect topics chosen because of their interest and concern to young people, educators and law enforcement personnel. Dramatic episodes that reflect real-life situations feature Salt Lake City Police Department staff. Grades 6-9

Dial A-L-C-O-H-O-L uses the frame tale of high school students involved with an alcohol telephone hotline to present information about alcohol use and abuse. Factual information is given in the students' responses to callers' questions. Feelings and attitudes about alcohol are explored in dramatic situations involving the hotline volunteers. The problem of alcoholism is included in the series, but the emphasis is on making responsible decisions about drinking or not drinking. Junior-Senior High

Dimensions in Science I: Chemistry is an introduction to the view of chemistry as a basic human activity. Lessons combine high visual impact with solid curricular content to outline present knowledge of matter and energy at the molecular level. In addition, questions are raised regarding the use of such knowledge. Senior High

Dimensions in Science II: Physics is designed to generate excitement in scientific discovery by showing how scientists view their work. Lessons discuss such concepts as mathematical structure in physics, radiation high-energy physics, and relativity. Also included are an explanation of the Big Bang theory and the principles of physics as reflected in biology. Senior High

Discovering is intended to arouse the curiosity of students, develop in them a deeper sense of the interdependence of living things and encourage them to think in a scientific way, through presentations that reinforce and extend classroom experiences in science. Grade 6

Dragons, Wagons & Wax blends primary science with imaginative presentation. "Dragons" represents the world of living things, "wagons" represents simple machines and "wax" is symbolic of matter. Original music and lyrics enhance this exciting series. Grade 3

Eureka blends cartoon characters and animated objects to illustrate the principle of physics. As each lesson builds on and adds to the preceding one, an understanding of force and energy is created. Lessons begin with a review of prior basic concepts discussed. Senior High

Fast Forward I is a general audience series which examines fast-breaking technological developments and their implications. The thirteen segments look at various ways in which the technological revolution continues to alter our lives, as well as what we might expect in the future. Senior High

Fast Forward II continues the exploration into the technological revolution and its effects which was begun in **Fast Forward I**. Lessons are designed to remove the mystiqe from technology and to humanize its processes while providing information about how it affects our daily lives. Among the topics covered are the role of technology in transportation, energy, business and many other areas of our lives, both now and in the immediate future. Senior High

Finding Our Way is a new and fresh approach for students to learn and use the many important map and globe skills introduced at the intermediate and junior high school levels. Through careful sequencing, these 16 lessons introduce, develop and reinforce such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information needed for a better understanding of any social studies curriculum. Grade 4

Give and Take develops economic understanding and decision-making skills as they relate to the student. Lessons will focus on the need for effective producer, consumer and public economic decisions and the interaction of individual and public decisions. Specific concepts discussed include supply and demand, the services of government and the price paid for them, interaction among segments of the economy and the economics involved in career choices. Grades 8-10

Great American Eating Machine provides an introduction to good eating habits. Using a light, fun-filled magazine format, the programs focus viewer attention on positive attitudes and decisions involving food. Grade 2

Hands On Science 1 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 1

Hands on Science 2 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are involved. Grade 2

Hands on Science 3 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 3

Hands on Science 4 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 4

Hands on Science 5 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 5

Health K/Ripples is the first level in Nebraska's revised K-12 comprehensive health education offered by television. At the kindergarten level, the lessons from the series **Ripples** are used. A complete teacher's guide for **Ripples** is available from NDE for $1.30; a K-2 Health Guide containing synopses of the **Ripples** materials is also available at $2.00. Kindergarten

Health 1 is the second half of Nebraska's revised K-12 comprehensive health education offered by television. Lesson information is contained in the K-2 Health Guide. Grade 1

Health 2/All About You helps second graders to better understand themselves and others, with emphasis on elementary physiology. This is the third level of Nebraska's revised K-12 comprehensive health education offered by television. The **All About You** teacher's guide provides complete information on the lessons; the K-2 Health Guide provides synopses of the broadcasts and activities. Grade 2

Health 3 helps the third grader increase knowledge about self and others, with emphasis on one's personal responsibility for health. Lessons from **All About You** and **You Are...**are included in this series. The 3-4 Health Guide provides information about the television lessons and the health curriculum. Grade 3

Health 4 is the fifth level of Nebraska's revised K-12 comprehensive health education offered by television. Most of the lessons at the fourth-grade level are from the **Inside/Out** series. Synopses of all the lessons are contained in the 3-4 Health Guide. Grade 4

Health 5 helps students to understand further human growth and development; selected lessons from **Inside/Out** explore emotional health. **Health 5** is part of Nebraska's revised K-12 comprehensive health education program offered by television. The 5-6 Health Guide provides program and curriculum information. Grade 5

High Feather is an innovative series which seeks to rid children of the prejudices and misconceptions about the relationship of nutrition and health. The series offers positive nutrition messages which actively involve children in learning nutrition. Grades 3-6

Holiday Specials treats the holidays in a manner conducive to understanding the events behind the holiday. Respect for our heritage and reaffirmation of basic American principles and ideals are stressed. Grades 2-6

Human Physiology presents extraordinary photography of human body systems in action. The interdependence of specialized organs and the importance of each in maintaining internal system balance is emphasized. Many demonstrations are based on new research in theoretical medical technology. Senior High

I-Land Treasure is a speech and listening series for kindergarten-age children developed by the Nebraska Department of Education. The programs give children practice in listening for sounds, listening for the placement of sounds, and in imitating sounds. An extensive set of suggested classroom activities is available for use with the series and is included with the teacher's guide. Kindergarten

In Other Words focuses on the process of oral communication by describing what it is and how it can be improved. Lessons feature such aspects of communication as gathering information, organizing data, active listening and many other topics. Junior High

Inside/Out helps children achieve and maintain well being. Using situations common to the lives of eight-to-ten-year-olds, the series engages their minds and feelings through compelling social, emotional and physical problems. The series takes an affective approach to problems, showing that an open-minded understanding of human feelings is needed to balance knowledge of a more factual or cognitive kind. Grade 4

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The Inside Story with Slim Goodbody features Slim Goodbody who dons a human-body costume to lead students on a tour of the incredible human body. Slim explores huge working models of the human heart, lungs and digestive system to help children understand what happens in their bodies. Students learn basics of health education including the care they must take to keep their bodies in good working order. Slim intersperses singing and dancing with the information presented and emphasizes to children the need to care for their remarkable human bodies. Grades 3-5

It Figures provides lessons in mathematics which begin with modeling of the process of mathematical solutions. Dramatizations of children dealing with a problem requiring math will open the lesson; direct instruction in the applicable math concept will follow; and application of the concept in another real-life situation will close the lesson. Grade 4

Jackson Junior High portrays a teacher's concern when asked to include Alcohol Education in her curriculum and the events which influence her decisions about what should be included. Junior High

Job Seeking examines the process of seeking, interviewing, and locating jobs and is designed for use by high school students. Phyllis Martin, an experienced personnel interviewer, hosts the lessons and offers practical advice gained in her more than 50,000 interview experiences. Senior High

Justice takes a good hard look at our criminal justice system and asks some very basic questions: Why isn't the system working? What should be done to change it? What is a crime? Who is a criminal? Does our court system protect our fundamental rights as it was designed to do? Senior High

Dr. Martin Luther King, Jr. Day is a special telecast which combines two programs from the **Legacy** and **Truly American** series. Focusing on the life and achievements of the civil rights leader, this telecast is provided for schools in order to assist them in commemorating Dr. Martin Luther King, Jr. Day (January 15). Grade 5

Land In Literature uses a dramatic format to teach about types of literature and characteristics of stories. Many recent selections are included, which emphasize girls and minority group members in lead roles. Grade 3

Letter People K presents several delightful characters, each representing a different letter of the alphabet. To help children understand and remember phonetic processes, abstract rules are translated into easily remembered stories. To simplify the process of decoding, several devices are used to enable the children to understand the structure of words. Kindergarten

Letter People I is the complete 60-lesson series about the 26 alphabet puppet characters who help children learn to read. Complex phonetic processes and abstract rules are translated into easily remember stories and games. The first 16 lessons of **Letter People** are also broadcast second semester to allow kindergarten classes to get a "head start" on reading skills. Grade 1

The Living Cell describes the basic unit of life through the use of photomicroscopy and computer animation. With the aid of visual representations of cellular biology, students are enabled to grasp the basic nature and function of the cell. Senior High

Locker Talk is for the second-semester sixth-grader and the new junior high student. The three lessons in the series suggest ways students can cope with and adapt to the junior high environment. Grade 6-Junior High

Mathwise provides students with basic mathematical concepts and their applications to everyday situations. The lessons focus on decision-making in practical tasks which require mathematical skills and enable students to understand the daily needs met by math solutions. Junior-Senior High

A Model Criminal Trial helps high school students understand the functioning of the court system in America by taking them through the procedure of a criminal case. Senior High

Mole Concept clarifies the reasoning behind the historical development of the mole concept, and opens the way to understanding chemical reactions at the molecular level. Graphics and animation are used to explain difficult-to-teach scientific concepts. Through postulation and refutation students will discover a practical working tool for comparing atoms in chemical reactions. Senior High

Natural Phenomena concentrates on the natural events and scenic wonders which occur in and around earth. Topics range from geysers to spectacular canyons, and major weather phenomena to earth history. Junior High

The Nature of Life illustrates what happens when a single cell develops into a many-celled organism. This comparison provides a basis for further investigation into the similarities and differences between plants and animals. Junior High

Nebraska Communities, a one-semester study of community living, stresses the understanding of similarities between communities. Map and reference skills are emphasized, along with affective skills. An extensive classroom resource kit accompanies the series. Grade 3

Nebraska Now is an inquiry approach to a "people-oriented" study of relevant Nebraska situations. Themes include cultural diversity, environmental influence and people in unity. Grade 4

Neighborhoods focuses on concepts of rural and urban communities, and the geographical relationships within and between them. The series examines working and living relationships in society and emphasizes the need for cooperative human efforts and good citizenship. Lessons provide experiences which reinforce the diversity of population distribution and the benefits to be gained from these differences. Grade 2

George Norris is a special telelesson designed to acquaint students with the life and major legislative achievements of Nebraska's progressive U.S. Senator. Featured in the lesson are a brief biographical sketch of the senator's early life and his later life, demonstrated by his key roles in the establishment of the Tennessee Valley Authority, the unicameral legislature in Nebraska, the Norris-LaGuardia Act, the "Lame Duck" amendment to the U.S. Constitution and rural electrification projects. Grade 5-Senior High

Odyssey (Antarctica, Arctic and Equator) takes intermediate students on journeys to the extreme ends of the world. Animal life and vegetation are explored and scientific experiments are explained. Filmed on location, the series brings the wonders and excitement of the world to the classroom. Grades 4-6

Once Upon A Time provides a quality diet of children's literature and encourages development of reading skills. Good literary experiences don't just happen--they must be carefully planned. This series of television lessons brings to the child some of the best examples of creative writing. Kindergarten

On The Level is a series which deals with the emotional and physical health of senior high students. Lessons cover such critical topics as stress, loneliness, male/female relationships, peer pressure, and conflicts with parental authority. Senior High

Our Living Bill of Rights presents the principles of justice through actual case studies illustrating these basic concepts. Included are such foundations of modern law as the Bill of Rights, due process and the defendant's right to counsel, individual liberty, free press in collision with rights to a fair jury trial, separation of church and state and human versus property rights. Senior High

Out and About uses positive role models to show children how to feel good about themselves as they deal with problems everyone must face. Programs are designed to help children develop their problem-solving skills using different methods of observing, describing and detecting objects and events. Grade 1

Reading Approach to Math is designed to be a tool which teachers may use to assist students at all levels of ability to interpret and solve written mathematical problems. Vocabulary is on a 7th grade level while student actors are on a 10th-grade level. Junior-Senior High

Resisting Pressures to Drink and Drive is for use in Junior High to help students acquire skills needed to carry out informed choices related to drinking alcohol; drinking alcohol and driving an automobile; and accompanying a drinking driver. Junior High

Reverse the Curse is a fifth-grade literature series set among the Egyptian pyramids. Lessons encourage student reading and creative expression while presenting basic literary principles such as character, style, plot and theme. Grade 5

Rights & Responsibilities helps students make decisions about their roles in school, community and society. Case studies and situational dramas, rather than dry civics lectures, stimulate students to think about their citizenship roles. Junior High

Saudi Arabia describes a country that has risen from obscurity to a position of major influence in less than 50 years through the use of oil and a powerful new political confederation. The lessons portray the history, culture and peoples of this important land. Junior-Senior High

Self, Incorporated helps young teenagers cope with the sociological, psychological and physiological changes which they are experiencing. These lessons in lifecoping skills help junior high school students improve their abilities to cope with changes and enhance development of personal identities. Junior High

Shakespeare on Stage presents performances of two plays together with interviews with directors, actors, and costume designers and others illustrate various facets, interpretations, and language of Shakespeare plays. Program formats change so each lesson stands on its own. Critical evaluation is left to the teacher. Senior High

Sherlock Holmes Smarter Great-Granddaughter is a sixth-grade literature series produced by the Nebraska Department of Education. The programs follow Holmes and her assistant, Bill Watson, as they decipher the literary clues left by arch-criminal Professor Moriarty. As these clues unravel, students learn about oral and written literature, including poetry, drama and nonfiction. Grade 6

South America explores the continent's geography, history, anthropology, archeology, economy, and political life in a multi-disciplinary approach. Old and modern cities, ports, ranches, farms and mines are visited. Grade 6

Star Lore explores different types of stories, settings, character types and situations througn an entertaining story line. A variety of auxiliary materials for use with this series is also available. Grade 2

Storybound is an addition to the **Cover to Cover** family. The fifteen programs have been created by John Robbins to replace out-of-date **Cover to Cover I** segments. Used in tandem with **Best of Cover to Cover II**, each episode of **Storybound** will explore one or two books through narration and lively art work. Grades 5-6

Strawberry Square is a total music curriculum which combines fundamental music literacy with joyful movement and the enhancement of vocabulary and social skills. Basic to the series is the classroom Tune Shoppe concept which encourages students and teachers to establish a music center in their classrooms, complete with musical instruments. **Strawberry Square** audio tapes and the **Strawberry Square** Song Guide, containing all of the music utilized in the series. Kindergarten-Grade 1

Strawberry Square II: Take Time will begin where the first series left off with the Square residents, who have learned to sing, dance, create rhymes and enjoy one another. However, Skipper decides they have more to learn about taking time to enjoy the world around them even more fully. Visual arts, mime, theatre and dance will be featured along with music. Grades 2-3

Success in the Job Market is for students who plan to enter the job market upon completion of high school. It is designed to help them successfully compete in the world of work. Series goals are: to present a realistic view of the working world; to help students make reasoned decisions about entering the job market; and to help students be successful in competing forjobs and remaining satisfied on the job. Senior High

Survival Economics helps high school students find their way through the economic temptations, pressures and realities of society. The 15 lessons explore important economic areas and help students develop their own decision-making money-management models. Senior High

Tales In a Treehouse exposes first graders to children's literature through unusual techniques which capture the interest and imagination of the young student. This well-planned series will encourage the student to expand powers of creative thought and imagination, and enjoyment in a variety of literary forms and develop an interest in reading as a leisure-time activity. Grade 1

Tax Whys may be used separately or in correlation with the tax materials supplied by IRS. The series is designed to explain why there are taxes, how taxes influence behavior, why people differ on what constitutes a fair tax, and how taxation involves compromises of conflicting goals in provision of government goods and services. Senior High

Terra: Our World focuses on environmental issues, providing both information and a variety of visits to areas of environmental concern. At the beginning of each lesson, newswoman Connie Chung introduces the issue. Interviews and on-site visits provide information and raise questions about the scientific, aesthetic, social and economic implications of the problem and its solutions. Junior-Senior High

Tests (professional growth) features Betsy Haley, Chair of the Basic Assessment Consortium of the Education Testing Service, in a rational look at the testing process. The lessons suggest ways to alleviate both student and teacher misery related to tests and examines test construction. In addition, the series discusses what to expect of tests and how to get the most out of test data, so that valuable instruction time can be returned to the classroom. Professional

ThinkAbout is designed to help 5th- and 6th-graders develop and strengthen their reasoning and study skills and to improve and extend their mathematics and communication skills. The series blends skills from various subject areas in the 5th- and 6th-grade curriculum and presents them within a framework based on the reasoning process. Situations common to the lives of students this age are used as the context for learning. Programs and printed materials motivate viewers to participate actively in the learning process, so that skills will be acquired by students, not imposed on them. Grades 5-6

Trade-Offs is designed to help students think their way through economic problems and increase their understanding of economics. Each of the programs uses drama and special visuals to consider a fundamental economic problem relevant to the student's everyday life. Grades 5-6

Tree Talk is a series designed to teach students major concepts pertaining to trees and to motivate students to learn more about trees through activities suggested in the programs and guide. Activities that can be done by the students are emphasized. Grades 4-6

Truly American is a series of lessons comprised of photographic and "word-picture" biographies of famous Americans and some not-so-famous, but nonetheless deserving, important and "Truly American" people. The series uses historical film and photographs tied with narration. Grade 5

Two Cents' Worth uses a variety of formats to help primary students acquire the skills they need to grow into well-informed, effective citizens. Fundamental concepts of the social studies disciplines--history, political science,geography, anthropology and sociology--are related to everyday community life. Grades 2-3

Up Close and Natural was designed to develop awareness and sensitivity to the world around the young child. Students are encouraged to sharpen skills in observation description and classification. Grades 1-4

The Voyage of the Mimi combines the drama of a whale study expedition and documentary programs to develop science and math understanding and skills. Content is embedded in the programs and storyline placing them into application and contextual settings where they are really used. Grades 4-6

Watch Your Language is designed to motivate students to recognize and acquire new vocabulary as it occurs in natural settings. Students will develop and apply reasoning skills aimed at analyzing and using both new and familiar vocabulary. Grades 7-10

We Are One: Nebraska Studies is designed as a conceptually based curriculum which provides experiences in the understanding of time, geographical space and distance, weather and climate. Lessons focus on the processes of observation, collection of data and analysis--all based in a Nebraska setting, along with the emphasis on general concepts and ideas. Grade 4

Unit III of **We Are One: Nebraska Studies** centers on the story of a Scandinavian family who immigrates to Nebraska and establishes a pioneer home in the 1870's. Events in the lives of early homesteaders are seen through the eyes of the family. Grade 4

Unit IV of **We Are One: Los Peregrinos Modernos/Nebraska Studies** centers on modern day immigrants in the form of a Hispanic family that migrates to Nebraska. The struggle of the family to fit into their new surroundings while maintaining their cultural heritage is portrayed. Grade 4

We the People analyzes the system of "checks and balances" by focusing on the history of the three branches of the American federal government. The roles of the political parties and pressure groups are explored as are the functions of state and local government. Junior-Senior High

Weather Matrix is designed to stimulate thoughtful analysis by students of weather phenomena, focusing on the "big four" weather makers: the sun, earth's atmosphere, earth's movement, and the earth's surface. Viewers learn about past and present forms of forecasting and climate analysis. Film clips take students high above the earth to see storm fronts growing into tornadoes and hurricanes, and time-lapse photography, animation, graphics and models illustrate other weather concepts. Junior-Senior High

Well, Well, Well, With Slim Goodbody features Slim Goodbody explaining and promoting healthy life-style choices for primary students. Well, Well, Well is designed to show students how to protect and maintain their health. Grades 1-3

What About emphasizes the process, not the facts, of science. Each lesson targets a specific scientific process and features a student using that process, followed by a scientist using the same process. Junior High

Why In the World provides in-depth analysis of contemporary issues. Each program opens with a filmed news segment followed by a discussion of the days' topic led by experts in the field. The series is designed to probe immediate events for their underlying significance, to encourage young people to look beyond headlines for causes, effects and consequences. Senior High

Word Shop helps second and third graders develop skills in listening, speaking, reading and writing. These skills are developed through illustration of fiction, nonfiction, poetry and drama. Puppets are included as continuing characters in the series. Grades 2-3

Wordsmith is designed to arouse students' curiosity about words. Animated visuals contribute to the feeling of excitement. Standard vocabulary development is emphasized but terms from specialized vocabularies, foreign language and slang are incorporated. Grade 6

World History is a series of Encyclopedia Britannica films shown in chronological order beginning with the Mediterranean world, the Egyptian civilization, the Middle Ages, the Renaissance, French Revolution, Industrial Revolution, and up through the Second World War. **World History** deals with the historically significant events of civilized history. Grade 10

Write Channel features an animated puppet, R.B. Bugg, as a TV news reporter, and Beverly Todd as Red Green, station WORD news director who helps Bugg improve his sentences. Animated segments provide visual reinforcement. Grades 3-4

Write On demonstrates the essential methods of correct and clear writing in a humorous and dramatic style. Because of its single concept approach and fast-paced action, the programs can be enjoyed again and again while the concept is reinforced. Junior-Senior High

Zoo, Zoo, Zoo presents studies of zoo animals for a general elementary audience. Each lesson centers on a theme such as predators, eyes, tails, and enables the viewer to see the animals in close-up for detail. Grades 2-3

FINE ARTS

The Art Corner introduces kindergarteners to possibilities available to them in art. In addition to art, development of psychomotor skills is emphasized in the series. Art work by kindergarteners is shown. Kindergarten

Art Wears Red Sneakers helps third graders increase their manipulative skills while increasing their knowledge of art and art techniques. Grade 3

Chamber Music: The String Quartet is designed to introduce the string quartet to high school musicians and to familiarize students with quartet literature. Features the Pro Arte Quartet. Junior-Senior High

The Composer's Blueprint is two lessons with Vaclav Nelhybel, a composer-conductor, who explains the creative process involved in composition. Appropriate for junior and senior high music students. Senior High

Explore Something is an invitation to third graders to find out more about different art media (including photography, graphic arts, soft sculpture) while exploring the works of other artists. Grade 3

Ian McKellen Acting Shakespeare is the work of one of the master poets of the English language presented by Ian McKellen in this 90-minute presentation on the poet-dramatist of Elizabethan England. Senior High

Images and Things is a series of thirty 20-minute lessons designed to give late elementary and junior high students a clearer understanding of art and its relationship to their own lives. Lessons deal with a variety of themes, such as the land, the sea, joy and sorrow, images and sounds of nature, and many others. Upper Elementary-Junior High

Kaleidoscopic Kapers is a view of the multi-faceted nature of human beings who are thinkers, communicators, imaginative, artistic and creative. Developed for elementary grades. Elementary

Music Images is an introduction to the arts for pre-school and early elementary children using films and follow-up tapes by an early childhood teacher and three delightful puppets, Koko, Buzzy and Mr. Symbol. The program theme is Music...Fun To Be Near. Elementary

Music Is is a series of lessons which introduces junior and senior high students to some basic concepts of music and musical performance. The first lesson provides a general introduction; the following lessons focus on the concept found in their respective titles. Junior-Senior High

Prelude to Performance is one 30-minute film which was made at a Nebraska Music Educators Association Clinic in Scottsbluff. The film includes segments of band, orchestra and vocal music students as they rehearse with clinicians and prepare for the final concert which culminates the clinic activities. The audition process and student reactions to the clinic are also featured. Senior High-Educators

The Sculptors studies four artists who designed sculptures for Nebraska's Interstate 80 Bicentennial Sculptures project. The artists, all from outside Nebraska, are seen in their home environments as well as on location along I-80. Emphasis is on the artists, their philosophies, and their approaches to their work. Senior High

Shakespeare on Stage is a set of four programs that serve as a resource for the teaching of dramatic literature, especially Shakespeare, in the high school classroom. The programs are organized around the production of *Othello, but they are organized in such a way* that the student need not have read Othello. The tapes aim to help the student achieve an understanding and appreciation for the fact that Shakespeare's plays were created for live performance in the theatre. The strength of the series is its use of actors, directors, scenes, interviews, and narration to communicate with the student a sense of the liveliness and accessibility of Shakespeare. Senior High

You and I and Art helps first graders develop psycho-motor skills further as they increase their understanding of art techniques. Grade 1

FOREIGN LANGUAGE

Carrascoldendas is a mythical town filled with lovable, musical, comical characters. This program is more than fun, it affirms cultural values, particularly for Hispanic youngsters. It creates concepts of identity and esteem and offers a sense of participation. Children are helped to understand that everyone has feelings and everyone is important. Grades K-5

The Guten Tag in Deutschland package includes videocassette tapes and one student text; this series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase.

This curriculum is an introductory course in conversational German. The videocassette lessons provide students with the sounds of the language and the German syntactical arrangements. Vocabulary is arranged not by parts of speech but in dramatic sequence so that it follows the plot of the tapes. Following the vocabulary presentation, students work with the basic dialogue in the textbook exercises, designed for the understanding and integration of basic grammatical concepts. The textbook contains thirty lessons which include reproductions of the grammatical presentations in a primarily question-and-answer format. In addition, there is a section of basic dialogue followed by explanations of the basic grammatical concepts. A vocabulary list of words and structures which appear in the lesson and several exercises which reinforce vocabulary and grammar complete each lesson. Examinations at regular intervals are provided on the tapes; reviews are printed in the text. Senior High

The Hablamos Espanol package includes videocassette tapes, audio cassettes and one student text; this series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase.

This three year language curriculum offers instruction in Spanish through videocassette tapes, audio cassette tapes and a thirty-nine lesson student guide. The video cassette lessons establish scenarios with basic plots

which introduce the sounds and syntax of Spanish as models of conversation. Following the telelesson, the textbook presents, in Spanish and English, a verbatim script of the conversations of each of the scenarios for that lesson. Following the text is a cultural notes section which describes specific cultural events and practices typical of Europe and Latin America, and a vocabulary list of single words and definitions. Specific grammatical form is then introduced through the definition of phrases and idioms, along with explanations which concentrate on the variety of uses of prepositions, participles and other specific parts of speech. Oral exercises which apply the concepts discussed review and conclude each lesson. *Examinations are incorporated* into the videocassette lessons at regular intervals. Senior High

The **Les Gammas!** package includes videocassette tapes, audio cassettes, and one student text; this series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase.

This curriculum offers three years of instruction in French through 39 thirty-minute telelessons and printed text material. The video presentations are written as a chronicle of three extra-terrestrial beings, human in form but possessing magical powers. They land in France, knowing nothing about French language or people and become French as their adventures bring them into contact with people from all walks of life. Senior High

Madame Merci Et Mou--A three part multi-media learning package whose basic elements are television, workbooks, and their accompanying audio cassettes. The lessons deal with beginning language structures and vocabulary and contain much cultural information. Each lesson is suported by audio, visual and workbook materials.

The Madame Merci Et Mou learning package includes videocassette tapes of thirty lessons which are used at all three levels, audio tapes, which are specific to one level, teacher's audio tape, teacher's manual and one student workbook, which is specific to one level. This series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase. Grades K-5

Que Pasa is a series of bilingual (Spanish-English) half-hour television programs attempting to bridge the gap between Cuban and Anglo cultures and to reduce the sense of minority group isolation often experienced by adolescents. The lessons are built around the identity crisis faced by Cuban teenagers who experience parental pressure to maintain traditional cultural values and peer pressure to adjust to the dominant Anglo society.

The series uses a situation-comedy format and is videotaped before a live audience.

The use of English and Spanish is such that viewers who speak only one of the languages can follow the script while students of the languages can learn by seeing that language used in a "real" situation. Senior High

Zarabanda is a lively, suspenseful, contemporary secondary language series designed to teach conversational Spanish to beginning students. Schools lacking the services of a trained Spanish teacher can use the **Zarabanda** materials to introduce beginning students to the Spanish they would encounter as travelers in Spain or Latin America. Because **Zarabanda** is a course in conversational Spanish, conditional and subjunctive tenses are not taught. However, the series can be an excellent supplement to a regular program of Spanish instruction. Use special order form for purchase. Senior High

GUIDANCE

Bread and Butterflies establishes career development goals that are essential to future career choices and to an understanding of the economy. It recognizes that the individual, not the job description, is the real area of concern, and that understanding others and the work they do provides students with a basis for some of their own choices. Grade 6

Footsteps is a series for senior high students which examines everyday situations and problems confronting prospective parents and parents of young children. In each lesson, the viewer is drawn into the dramatic situation and is encouraged to identify with the program theme. Episodes also attempt to illustrate the emotions children experience and to explain seemingly incomprehensible behavior to perplexed parents. Senior High

Moving Right Along is a series for parents of teens and teens with parents. Each program explores problems inherent during the adolescent and mid-life stages of development, and specific areas of conflict between parents and teenagers. This series should generate many questions and feelings for teenagers and adults in helping them to understand and better cope with this often turbulent period in their lives. Grades 10-Adult

Powerhouse is a dramatic series that tells stories centered around an appealing, contemporary group of continuing characters who display realistic emotions and behavior. The series, built around the theme "Do Something" presents specific learning objectives and creates a situation where the viewer must separate fact from fantasy. Grades 4-8

Resisting Pressures to Drink and Drive is for use in Junior-Senior High to help students acquire skills needed to carry out informed choices related to drinking alcohol; drinking alcohol and driving an automobile; and accompanying a drinking driver. Junior-Senior High

Tomorrow's Families begins with the recognition that parenthood "just happens" to some young people. Others plan ahead, but their romantic ideas of family life underestimate the kind of commitment involved in being a parent. Through the continuing stories of a group of young adults, the series helps prepare teenagers for their responsibilities with a realistic look at the physical, emotional, and economic aspects of parenthood.

Y.E.S. Inc. is a drama mini-series created for inner-city youth of junior high and high school age. Y.E.S. Inc.is targeted primarily to Black and Hispanic youngsters who, as teens and adults, will suffer the most severe deprivation in the job market. The primary goals of Y.E.S. Inc. are: to improve the self-image among low-income minority youth, to develop an awareness among the target audience of the connection between pre-vocational training and future career choices, and to help youths identify role models from similar backgrounds who are successful in the world of work. Junior-Senior High

HEALTH/SAFETY

Bus Safety Tapes is a series of three special videotapes dealing with school bus safety. The tapes were produced in 1982 and use three different story lines to emphasize student bus safety practices at three different levels. All three titles have been mastered on a one-hour tape and can be dubbed to your tape for a single $8.00 dubbing fee. All Grades

Raisin' Up is a series of five lessons in nutrition for grades two and three. Grades 2-3

LANGUAGE ARTS

Check It Out is an introduction to the library which will be useful before taking children on a general tour or before students begin a research project. The program is designed to show the services available from a library, to encourage students to use the library for information and recreation and to teach young people how to go about finding answers to their questions in the library. Elementary-Junior High

From The Brothers Grimm will include eight film adaptations of important folktales. Each program will be adopted to a different historical setting and feature authentic interior and exterior locations from the Virginia countryside, while remaining faithful to the original tales collected by the Grimm brothers in Germany in the early 1800's.

The purpose is to stimulate interest and understanding in folk literature and to present the classic folktale to contemporary children and adolescents in an accessible format. Kindergarten-Senior High

One Among Many follows the Nebraska curriculum for literature using a contemporary setting for relating the past to the present. The series contains writing activities and deals with affective learnings in an informal manner. Senior High

Tell Me Some More - Lessons 21-28 and Lessons 32,33 - is a series of lessons in the "pioneer" themes found in literature of Nebraska writers. Included are sample of the work of Laura Ingalls Wilder and Willa Cather, and interviews with Nebraska authors, Carolyn Treffinger and Lois Bradford. Grade 4

Tuned In is designed to provide students with the tools to use television carefully - to become critical television viewers. Those tools are the analytical skills with which to examine and evaluate television and to explore the ways it influences people's lives. Grade 4-Junior High

MATH/COMPUTER EDUCATION

Basic Training for Microcomputers is instruction in fundamental computer language now available to secondary school students in Nebraska through a new lesson series called **Basic Training.** Created to generate interest in computers as well as to inform students, **Basic Training** provides a lively, entertaining and useful first step into the world of computers. Junior-Senior High

Business Computing...Cut Down to Size provides the basic knowledge of computer application to the business world and explains the relationship between computers and various job functions. The materials include either one 120-minute recording or two 60-minute cassettes and a student handbook. This series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Senior High

Educational Computing Profile is a series of nine monthly half-hour lessons updating parents, teachers, administrators, and school officials on development in the microcomputer field and how hardware and software products compare. Junior-Senior High-Professional

PHYSICAL EDUCATION

Adapted Physical Education - Dr. Julian Stein, Director of Programs for the Handicapped, does a participation demonstration to model modification of regular physical education programs to adapt to the needs of all children.

Dr. Stein gives a brief overview of federal regulations which mandate adapted physical education programs.

In a class of 20 students, 10 whom are handicapped and being integrated into the class, Dr. Stein presents 20 minutes of activity including exercise to music, isometrics, basic motor movement, and group activities.

Dr. Stein gives variations used in adapting a program to the needs of the handicapped and includes teacher training suggestions. Elementary

SCIENCE

Limnology is the study of the physical, chemical and biological properties of freshwater lakes. Students who use this short course in the lake studies have a chance to get their hands on science through field trips to nearby lakes and through data collection and analysis as well as through the televised lessons. Senior High

The Science Shed considers the important skills which underlie the sciences. Students have an opportunity to participate during the telelesson by answering questions based upon their observations, inferences and predictions.

The Search for Solutions deals with science through the presentation of concepts and the application of the scientific process to practical problems. The nine 20-minute lessons are suitable for junior and senior high students. Junior-Senior High

Simply Science introduces fourth graders to the skills of science through the use of close-ups and on-location sequences. Grade 4

Slightly Scientific brings students a better-than-front-row view of the varied phenomena and materials present in their world. The series blends basic information and possibilities for student investigation, thus inviting students to be participants in science rather than just spectators. Grade 5

Spaces is a series designed to introduce students to people and careers in science and technology. Each program features successful Asian, Black, Hispanic, or native American scientists, engineers, and students.

The programs give educators a tool with which to encourage children, especially minority children, to pursue careers in science and technology. Grades 4-Junior High

SOCIAL STUDIES

American Enterprise is a series of five half-hour lessons which examines the economic development of this country; the facts and reasons why we grew as we did; how the economic situation in this country came to be and the choices we've made; and the resources which are the factors of production. Senior High

A Model Criminal Trial is an accurate representation of an authentic criminal trial. Many points of law and judicial procedure are explained in the narration of the film.

Your students will become familiar with the basic procedural rules governing proceedings in our courts and will gain a realistic insight into the proceeding of a trial conducted by two highly competent attorneys and will gain practical trial experience by participation in a mock trial.

Together the teacher and student guides provide all materials and information needed for students to conduct a mock trial. Senior High

Equal Justice Undew Law dramatizes four of the famous decisions rendered by Justice John Marshall during his thirty-five years (1801-35) on the Supreme Court. Senior High

George Norris is a special telelesson designed to acquaint students with the life and major legislative achievements of Nebraska's progressive Senator. Featured in the lesson is a simulated interview in which "the Senator" recounts his early life, his values and his key roles in the establishment of the Tennessee Valley Authority, the Norris-LaGuardia Act, the 20th or "lame-duck" amendment to the United States Constitution, the establishment of the Rural Electrification Administration and the establishment of the Unicameral Legislature in Nebraska. Grade 5-Senior High

Nebraska Heritage - A view of the multifaceted history of Nebraska with special emphasis on and activities designed to relate this heritage to the students and to involve them in the discovery and preservation of their heritage. Grade 4-Senior High

Nebraska Studies consists of eight programs. The first two survey Nebraska's history through the media of music and pictures. The last six are concerned with a single theme, "Rails West," the story of the impact of the railroad upon the Great Plains. Junior-Senior High

Odyssey is a series of human adventures which explores many questions of anthropology, such as what do we have in common with people in other societies? Questions such as these are investigated by anthropologists and archaeologists, in their labs and in the field. Junior-Senior High

Pearls is a series of six 30-minute lessons describing Asian Americans and the special concerns they have in American society. Each program explores various aspects of the lives of Asians, including the stereotypes and the realities, through the use of principle subjects who live in America. Senior High

South By Northwest is a series of five lessons depicting significant contributions made by Black people in the early history of the Pacific Northwest. The series is intended to inform young people about the role of early Black cowboys, settlers, miners, etc., and to give Black students a special pride in the contributions made by members of their race. Middle School

Trade-Offs is designed to help students think their way through economic problems and increase their understanding of economics. Each of the programs uses drama and special visuals to consider a fundamental economic problem relevant to the student's everyday life. Grades 5-6

Why In The World provides in-depth analysis of contemporary issues. Each program opens with a filmed news segment followed by a discussion of the days' topic led by experts in the fields being examined. The series is designed to probe immediate events for their underlying significance, to encourage young people to look beyond headlines for causes, effects and consequences. Grades 10-12

TEACHER IN-SERVICE

Body Lice is a series of four discussions of this health problem and what to do about it. Directed to an adult audience, the four interview programs feature comments by a physician.

If a tape is furnished by the school, **Body Lice** will be taped free of charge.

Dr. Dede's Speech to the Future of Technology in Education Conference at Lincoln, April, 1979.

Dr. Chris Dede of the University of Houston - Clearlake City speaks of the coming economic crisis in education and of meeting it through "long-range planning on short-range issues." Excellent material for in-service days, teacher's meetings or school board orientation.

The Heart of Teaching is a series of five 15-minute tapes on the common affective concerns teachers have identified as most troublesome. The series is not designed to provide specific professional knowledge or skills but to help teachers confront and reflect on their own feelings.

The Heart of Teaching is available only on a loan basis. To reserve the use of the tapes write to: Nebraska Department of Education/Instructional Television Services, P. O. Box 94987, Lincoln, Nebraska 68509. Include the name of a contact person, the dates the tapes are needed, and whether 3/4" or 1/2" tapes are desired. Individual lessons, as well as the entire series, are available on a loan basis. Available on Loan Only

Help Me To Be is a program designed to aid teachers in making the behavior change from school keeper to humanistic teacher. The programs are organized according to degree of difficulty from the less difficult organizational changes through curricular changes and on to the most difficult behavioral changes.

VOCATIONAL EDUCATION

Vocational Education Clusters contain a number of single concept lessons of three to ten minute duration covering various areas of vocational education. Junior-Senior High

1. Basic Drafting - 43 lessons
2. Woodworking - 46 lessons
3. Machine Operations - 136 lessons
4. Auto Mechanics - 200 lessons
5. Electronics - 100 lessons
6. Home Economics - 47 lessons

Unit or Supplemental

As a principal it is necessary for you to be familiar with the ITV programs being used by your teachers.

Many of the series are of the "pick and choose" nature. In this type of series the teacher can, after comparing the teachers' guide to the established course material, choose to use any or all of the programs in the series. The individual lessons stand on their own and can be used as such.

In a series such as the history program American Scrapbook, a teacher in eastern Nebraska could easily use program 15, The Steam Engine Comes to the Farm, without having previously used program 14, Rodeo. A teacher in another area of the state may want to do just the opposite. This could be done while maintaining the educational value of the lessons. Both are fine programs but are used here as an example.

Other series are sequential in nature, that is, the programs build on one another. The literature program Reverse the Curse or the Basic Earth Science programs are examples of sequential series. The lessons in a sequential series depend to some extent on material presented in previous lessons making it difficult to "parachute" into the middle of a series without missing some of the information necessary for maximum educational effect.

Sequential series should be used in entirety if the maximum education potential is to be achieved.

Thus the planning for and integration into lesson plans varies from series to series. By reading through the teachers' guide you and your teachers can find out whether a series is supplemental, that is one from which individual lessons can be used, or a unit, a series around which a block of classroom study can be planned.

Teacher Planning

Planning and coordinating are the key words when using ITV programming in the classroom. Since many teachers begin instructional planning with the selection of resources, ITV programming and print materials must first be reviewed to determine their usefulness to instruction and their availability. A method used in some schools is to have the media personnel check over the teachers lesson plans to see if there is some material available that matches the objectives of the teacher. Since the media specialists are generally most aware of the ITV offerings they can often make suggestions of programs that the classroom teacher is not aware of. In the interest of time this does not have to be a weekly process but is useful periodically.

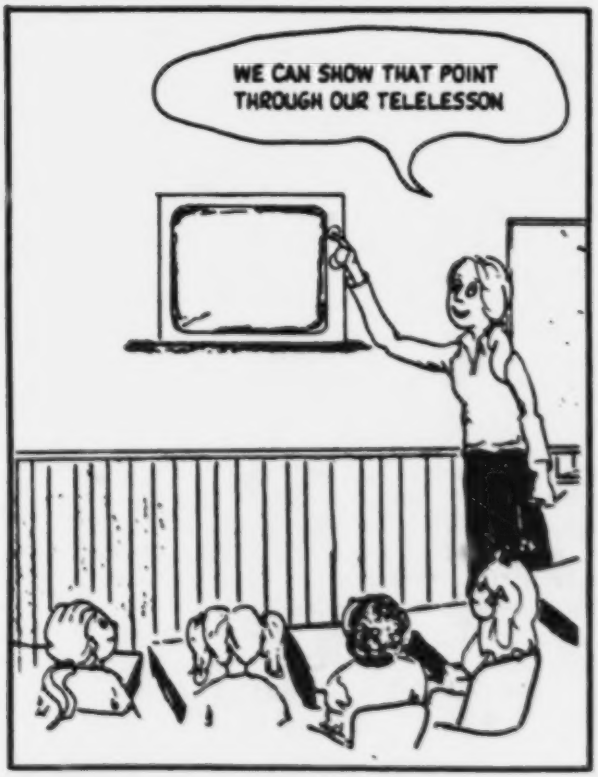
After those decisions have been made, the teacher can establish the learning objectives and develop a lesson plan which integrates the learning need, objectives and resources. The ITV teacher's guide provides assistance with that integration by outlining appropriate readiness activities, objectives to be met by telelesson, teaching procedures, additional resources, and evaluation techniques.

Ideally, the teacher introduces each telelesson by giving students an idea of what they should gain by viewing, preparing them in advance for any special concepts or vocabulary in the lesson. A few questions or points to look for help to stimulate student interest, and lead into the lesson itself.

As the teacher views with students, he or she picks up good points for discussion; if the lesson is on tape, it can even be interrupted for underscoring a point or answering a question.

Televised lessons should be part of the classroom instruction and have the greatest effect if they are tied into subsequent classroom teaching. Immediate follow-up with thought-provoking questions and discussion can be the most important part of post-telelesson activity. Further application of concepts then evolves through extended discussion, writing, or group projects--to list only a few possibilities.

By using reinforcement, suggested follow-up activities and evaluation procedures, the teacher insures that the ITV lesson becomes an integral and productive part of the total classroom learning process.



You're using ITV right if:
Television is available in the classroom for viewing telelessons.

Attitude Is Important

The manner in which your teachers approach the use of telelessons is extremely important to the success of the lessons in providing quality education. The attitude with which the teacher uses the lessons will be mirrored in the students.

The proper use of a telelesson requires a good deal of planning and work in previewing, familiarizing oneself with the guide, matching objectives, selecting appropriate activities, gathering materials, evaluating student readiness, and creating a readiness set. This all happens before the TV is turned on and, though it may sound like a lot of work, is basically the same degree and amount of planning that a good teacher puts into any lesson.

Many series, particularly in literature, use a sequential format to arrive at the solution to a problem. For maximum educational benefit the sequence should be followed. In other series such as science or mathematics programs the teacher may want to "target" three to five lessons a year as the basis for in-depth units. By saving the lessons the teacher will, over the course of a few years, have a good number of quality units to present. In the meantime, the careful use of the teachers' guide will ensure the quality of the other lessons presented. This approach will conserve time and ensure quality in the lessons which your teachers present.

If a teacher does this planning and is obviously prepared to use a telelesson the student will get the idea that serious education is taking place.

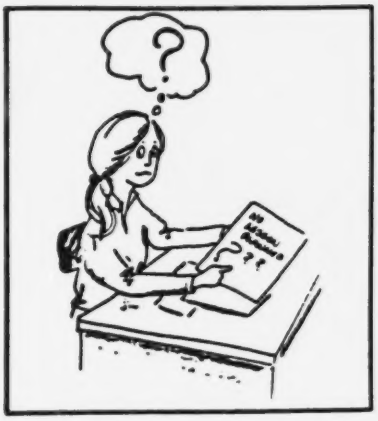
The teacher builds on this idea during the lesson by viewing with the students, stopping for explanation or example if necessary and reinforcing the lesson learned at the conclusion.

Post-lesson activities that are equally well planned reinforce the idea that the lesson learned is worth remembering.

The converse of the above is also true. As soon as the teacher lets on that a telelesson is not as important as some other part of the lesson the students, a very perceptive lot, pick it up.

Telelessons, like all other facets of education, are subject to misuse in a variety of ways, most of which students will catch onto in a hurry.

You're using ITV wrong if:
You use TV when nothing else has been planned.



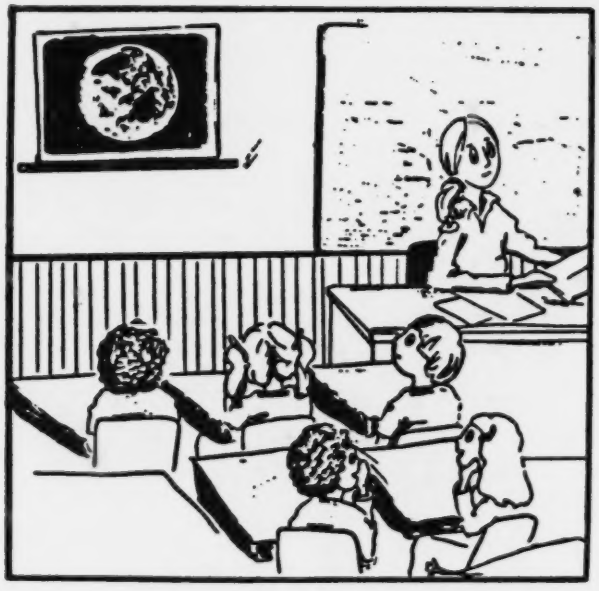
A teacher who does not have a program guide will have a far more difficult time planning for the lesson. The teacher may not fit the objectives of the lesson in the proper place or the pre- and post-teaching and activities may not be appropriate. Worse yet, the teacher may be surprised to find that the lesson covers something that he/she is totally unprepared for. While the student is wondering what is going on or snickering the educational value is lessened.

A teacher may use a program flippantly such as "let's see if we can find anything worthwhile on the tube." If the teacher doesn't know that something worthwhile will be on then the set should remain off.

TV is sometimes used as a reward--"If we work quietly until 10:00 then we will watch Once Upon A Time." If the show is such that the class, as a punishment, could do without it then maybe it shouldn't be watched anytime. We don't punish students by not letting them read or practice math.

Television is often used as a filler. A program that does not really fit put on with little planning or follow-up not only wastes time but alienates students. Will they look upon the next lesson, which may well be considered extremely important as "just another filler?"

The greatest misuse of telelessons and the one most frequently drawing criticism, is that TV is a babysitter. Using ITV as a babysitter is a most inappropriate use of the resource that will result in unproductive learning and will destroy the attitude of the learner toward ITV as a learning resource. Teachers must not use ITV or any other learning medium as a babysitter.



You're using ITV wrong if:
You check papers while TV babysits students.

The question that we would have of any teacher who turns on the set and goes to the desk to check papers or leaves for a cup of coffee is, how are the students supposed to take the lesson seriously when the teacher seemingly doesn't. Even though the teacher may have seen the lesson a dozen times before the students will still see the lesson as unimportant in the teacher's eyes. Since the students have not seen the program before, the teacher must show renewed enthusiasm for each lesson.

The teacher who ignores the students and the lesson is not only in danger or losing discipline in the classroom but is sending out a message, loud and clear, that the lesson is "not worth my while." The teacher is also saying that there are two standards--"one for me and one for the rest of you"--kind of a do as I say and not as I do situation. Anyone associated with the classroom knows that double standards turn students off quickly.

Please make your teachers aware that the attitude with which they use ITV programming will affect its' usefulness to them.

We admit that there are many ways to misuse ITV but we have no control over that. We think that we offer a quality product that can be of real use if properly applied. It is up to you and your teachers to see that it is properly applied.

Our suggestion, since we are promoting education and not just television, is--IF A TEACHER IS NOT GOING TO USE ITV PROGRAMMING PROPERLY, IT SHOULD NOT BE USED AT ALL.

Your attitude, as a principal, goes a long way toward determining the success or failure of ITV utilization in your school. A principal who does not see instructional value in the use of ITV puts the classroom teachers in the position of having to constantly justify the value of ITV use.

Excessive accountability demands on the ITV users tends to discourage its use. Thus non-use can be rewarding in that a teacher does not have to take planning time to deal with effectiveness studies and may use the time for other approaches to instruction.

You can help your teachers to understand that acceptance of TV's educational potential does not mean approval of all TV programming. It is simply the acceptance that TV can aid the teacher in doing his/her job more effectively.

Obstacles to ITV use in a school are sometime subtle and sometimes obvious but as the principal you can contribute to their elimination. You hold the key to encourage not only proper use of ITV but to encourage or discourage use of instructional television programming at all in your school.

You're using ITV wrong if:
You don't pre-plan through the teacher's guide.

Print Materials

ITV Services is able to make available to your teachers print material to enrich the use of telelessons in your classes. These materials are sold at cost and many are free of charge. On items that require payment we must ask for pre-payment instead of purchase orders.

Support materials consist mainly of teacher's guides. Guides contain a synopsis of the telelessons which can be used for planning when a preview is not possible. Guides also contain background subject information as well as pre- and post-lesson activities and enrichment activities.

Some series have resource kits which contain many supplemental activities. Three series, THINKABOUT, MATHWISE and VOYAGE OF THE MIMI have computer resource materials to accompany them.

We at ITV Services believe that the use of the teachers' guide is essential if the maximum educational potential is to be derived from ITV programming. IF YOUR TEACHERS ARE USING PROGRAMMING WITHOUT ACCESS TO THE TEACHERS' GUIDES YOU SHOULD SERIOUSLY QUESTION THE VALIDITY OF THE USAGE and the amount of planning which the teacher puts into the use of instructional television.

If guides are available for all of the programs offered we suggest a central location where all teachers have access to them. Many schools maintain a complete set of teachers' guides in the library. The advantages of this system are that all teachers have access to the guides, the media director can coordinate the dissemination of guide materials to appropriate areas, and ITV materials are equated with all other forms of media in the library thus legitimitizing their use. In addition, teachers who use a great deal of ITV programming maintain their own guide copies in the classroom.

We discourage the idea of the principal simply distributing the guide materials where he thinks appropriate as this lessens access to the materials and lessens the possibility of interdisciplinary usage of programs. For example, a social studies teacher may not know about a program in literature that may fit into a particular history time-period study if the literature programs are made available only to the English teachers. By maintaining guides in the library all teachers have access to all programming and the media specialist may make suggestions for and coordinate their usage.

Many ITV series also have promotional materials that give capsule summaries of the series and make attractive motivational or informational bulletin board materials.

ITV Services provides several other publications with which you and your teachers should be familiar.

A school year begins with planning the previous spring. The ITV Spring Planning Guide which reaches your school in mid-April contains a tentative schedule of telelessons for the following year, a grade by grade summary of programs, and order forms for teacher's guides.

Each building principal and each media specialist receives duplicate copies of the Spring Guide. The pages are perforated so that they may be removed and routed to the appropriate teachers.

During the summer the teachers of your school receive the ITV Schedule Book. Two books are printed, a K-9 book and a 7-12 schedule. The Schedule Book contains program summary's, individual lesson titles, dates and times of play, appropriate subject and grade level, rights information and guide information.

Your school should also have copies of the Instructional Resource Library catalogue (IRL). IRL contains programs that are no longer on the air or that may not have a broad enough appeal to be aired but still can be useful to certain districts. ITV maintains rights for IRL programs which are available for dubbing, on your schools tape, for $8.00 per lesson. The programs are then the property of your school for as long as ITV maintains the rights, in many cases in perpetuity. IRL is not an annual publication but periodic addendums are published.

The very best of TV represents a powerful art form. The very best of TV can humanize us. That alone should justify a TV curriculum in the schools. As teachers begin to integrate what can be taught from TV into the curriculum, they will discover how it enhances and extends much of what they are already trying to do. I hasten to add, however, that teaching from TV is no more the panacea that some teachers take it to be than it is the frill that others take it to be. I would hope that one day we would encourage book reading as an approach to understanding TV, just as we more often these days use TV viewing as a way of getting kids into books. When TV can be used a means to enrich, expand, inform, and enhance the human mind and spirit, the quality of all our lives will benefit.

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

ITV INSIGHTS appears in your school each month during the school year. INSIGHTS is our monthly newsletter that goes to all of the teachers of the state. INSIGHTS contains a monthly schedule for ITV programming both on the NETV Network and KYNE in Omaha. INSIGHTS also contains articles on programs, promotions, meetings and other information that teachers need to know.

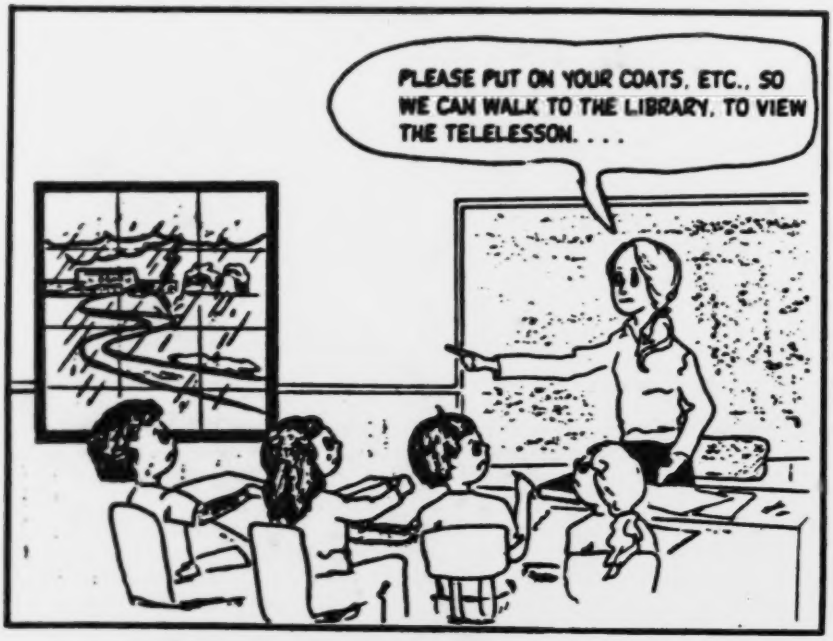
ITV Services is now a member of the EDNEB electronic communications network. This means that ITV is capable of instant communication with any other member of the network. EDNEB is used to provide schedules, last minute announcements and special offers to the users of ITV programming. Individual letters and bulk memos can be sent over EDNEB to any or all members of the network. A future use of EDNEB may be to transmit guides and other instructional materials electronically to any school which has a computer, telephone modem and printer.

In addition to regularly scheduled deliveries ITV also sends out informational mailings whenever warranted in our efforts to keep teachers informed and help provide quality education.

Stay In The Classroom

NDE-ITV Services stands for television as an integral part of quality education. We believe that your teachers will find that many of our telelessons can assist them in providing quality education.

For the telelessons to become part of a class lesson it becomes necessary for them to fit in as unobtrusively as possible. The physical make-up of your classrooms plays an important role.



You're using ITV wrong if:
Teacher and students must leave the classroom to view the telelessons.

The teacher must be able to turn to the telelesson with as little distraction as possible. Since the teacher will have pre-planned and pre-taught to lead to the telelesson it is necessary that the lesson proceed smoothly so as not to lose the pre-teaching and motivation.

If the teacher has the television and VCR in the classroom and in a position to use it the task becomes much easier.

A teacher who uses ITV programming regularly will want to arrange a classroom in such a way that a space exists where a TV and VCR can be readily seen by all students with a minimum of movement by the teacher or the students.

The teacher must take into consideration any students who may have sight or hearing difficulties so that they may be placed in such a manner that they may see or hear the lesson without being singled out.

It is also important to have the screen set in such a location that room darkening, another distraction, is not needed.

You're using ITV right if:
You view and participate with students while telelesson is on.

An alternative to the front-of-the-classroom television, that often works well in primary grades, is a special viewing corner in the classroom where the students can comfortably view a program and take part in the activities such as the hand plays and chanting exercises of Strawberry Square. The movement to the area can itself be a learning experience such as "all children with stripes on their shirts" or "all children with curly hair move to the TV area."

The practice that ITV hopes your teachers can avoid is that of moving students, within a classroom but in particular outside the classroom, to view a telelesson.

This practice not only wastes time but detracts from the lesson by diminishing the pre- and post-teaching time and by making the walk over, and not the educational value of the lesson, the thing that the students remember.

Many schools use a centralized system whereby several classes meet in an assigned area and the media specialist pipes the program in. This not only causes distraction through movement and addition of extra students but removes the teacher as a controller of the lesson. The telelesson runs from beginning to end without the teacher being able to choose the most appropriate parts or sequence or being able to stop the lesson for a needed explanation, example or reinforcement.

ITV Services realizes that very few schools are able to provide a VCR and television for each classroom. We recommend the use of videotape to copy lessons and a reservation book for the hardware.

A teacher who is properly using telelessons has pre-planned and pre-taught and knows in advance which lessons will be needed and when.

Through this system a teacher can arrange to have a lesson on tape and the VCR and TV in an appropriate area of the classroom at the proper time to use the telelesson for maximum educational advantage.

Multiple Uses of Equipment

The initial investment in hardware necessary for intensive use of ITV programming in your school is substantial but can be alleviated by the wise use of this equipment in other ways.

The obvious use that comes to mind, and has been implemented by schools for some time, is to tape the ball games for review and scouting purposes. This is fine and a boon to the coaching staff but, unfortunately, in many schools the use goes no further.

By adding a camera to your videotape equipment you can open many other avenues for your teachers and students to explore.

The simplest and most-utilized form of use is the camera as a mirror in which the students can see themselves.

Your coaches probably do this already. A videotape of a golf swing, jump shot or a volleyball serve makes the process of observing fundamentals and correcting errors much easier.

The same principle applies in speech, drama, home economics demonstrations or any of a number of areas. The students can see themselves as others see them and make changes or corrections of nuances that they would've been otherwise unaware of.

Teachers may also make use of this mirror. In teachers college we all "taught" before a camera to "see" ourselves in action so why not continue to do so. Many teachers who view tapes of themselves find that they are forgetting some basic fundamentals such as eye contact with students or they turn their backs on the students when using a chalkboard. Many teachers fall into habits such as primping hair, pulling on a moustache (males only) or adding "you know's" or "a.....'s" which they do not even notice but which drive listeners to distraction. A videotape, in general, gives a teacher the opportunity to periodically check delivery for clarity, pointedness, and brevity.

There are many other examples of the way this equipment is used in the schools of our state.

Videotape can be the beginning of an archival collection. Commencement addresses or valedictory speeches may be saved as well as outstanding presentations or performances by students in classes or extracurriculars. If chorus gets a one rating at music contest you may want to preserve a performance on tape.

Some schools use videotape in preserving local history. How often is it said, and not acted on, that we should visit with the "old-timers" about history because they lived it and, when they are gone, it is gone. Many schools let students use the equipment to interview the "history-makers." The students gain a valuable interview experience, learn that the generation gap is not so wide, and perform a valuable community service.

A lot of schools work with the local cable company to produce a school news show. The students take part in making the community aware of what is happening at the school. Educators are searching for a way to bring the school to the community and promote community involvement and a school news program is another way to go about it.

Some schools use a camera as an overhead projector. A camera mounted on a microscope can let the whole class view slides. A tape made of a group of slides with the teachers voice dubbed in can be valuable for individualized instruction.

Students, who watch TV, listen to the radio, and read countless magazines of all types, are very susceptible to pressure of the media. An innovative way to demonstrate that one must carefully judge what is seen and heard would be to appoint two teams of students to make tapes showing two opposite sides of a question such as service at a local establishment, cafeteria or the like. The students will see the potential power of the media to show whatever the person behind the camera, microphone, or typewriter wants to show.

Another innovative idea is to replace pen pals with tape pals. A class can join with a cooperating class from another school or even another part of the country and exchange video letters. A lot of cooperation would be necessary but over a span of time the potential for education and motivation would be tremendous.

Actually the uses of the videotape equipment are bounded only by imagination and willingness to work. The above contains only a few examples. For help in establishing these or other uses for your videotape equipment contact ITV Services (402) 471-2057 or Larry Bauer, ITV Utilization Consultant, (308) 237-5927.

Technical Assistance

If you are experiencing difficulty with your television hardware or if you are considering adding a new system or modifying and old one, technical assistance is available to you free of charge.

Larry Bauer, ITV Utilization Consultant and Ken Slagel, TV Technical Advisor for the Nebraska ETV Network are available for information and help.

These consultants can help you plan a new system or troubleshoot problems in an old or modified system. They can also check planned systems to make sure that they will accomplish the desired results.

Though the consultants cannot actually install a system for you they can provide information that may allow you to do much more work by yourself.

If you do experience problems or wish to expand call Larry Bauer, (308) 237-5927, Ken Slagel (402) 472-3611 or call ITV Services (402) 471-2057.

Build Your Tape Library

Adminstrators of many schools point with justifiable pride to the school library as a showcase and focal point of academic pursuits in the school.

The library with its reference sections, reading rooms, collections of documents, artifacts, films and records is a key to the educational process in any school.

Have you ever considered, however, the state of your schools videotape library.

The advantages of videotape are obvious. With instructional television programs on videotape the television becomes the servant of the teacher. Lessons can be used in the usual flow of the class when they are appropriate instead of fitting the class lesson plans to a time and date when a program will be aired. The teacher can review the lessons ahead of time to make sure the goals of the telelesson fit in with the goals of the class. A television can be used normally in the classroom without the need for room darkening or, worse yet, movement of a body of students from a classroom to a filmroom. The teacher can also control the telelesson by using any or all parts in the order in which they are most useful.

Videotaped telelessons can also be used by the individual student who may have missed the lesson or might need advanced or remedial lessons in a subject.

Since there are more advantages to tape use than listed above, the logical question would seem to be why don't more schools establish tape libraries. The answer usually given is cost but is cost a viable answer?

The biggest cost involved in videotaping is the hardware--receivers, televisions, video cassette recorders, etc. Aside from up-grading of systems the hardware is an initial one-time cost and surveys indicate that almost all Nebraska schools already possess the hardware necessary for off-air recording and playback.

The other cost is in tapes and staff time spent copying programs.

A 1/2" VHS tape can be purchased for under $10 and for considerably less if you buy through a co-op plan. For information on co-op purchasing contact your Education Service Unit or ITV Utilization Consultant, Larry Bauer (308) 237-5927. This tape, played on slow speed can record six hours of programming. Thus one tape can be used to dub two complete series of twelve 15-minute lessons each. Your science teacher could get the entire series of Dimensions in Science: Physics on the same tape for under $10. One science textbook will probably cost $10 or more; and a tape has a longer life expectancy than a book because of the nature of its use and because it is used by the teacher and not the students.

It is true that, unless you have a VCR with a timer, a staff member must be on hand to turn the recorder on and off but if the tape is saved this is another one-time expense. If you take advantage of ITV Bulk Feeds a staff member can turn on a tape and, three hours later, remove the tape with an entire series on it.

Consider the alternative if your school saves money by purchasing just enough tape to get by. A series is taped first semester, then erased so another series can be taped second semester (this is often done week by week). The tapes are erased again for use the following year.

This cycle does not have to be repeated many times before you have more invested in staff time than you would've spent on the larger quantity of tape. The other problem with this approach is that the teacher is again a prisoner of the schedule book and, instead of having the telelessons on hand, must wait for them to be broadcast and recorded over again. There is also the chance that, due to technical difficulties, weather, or human error a program that was previously held and erased will be missed.

There is yet another benefit to your teachers and students if schools begin saving programs -- ITV Services can offer you more.

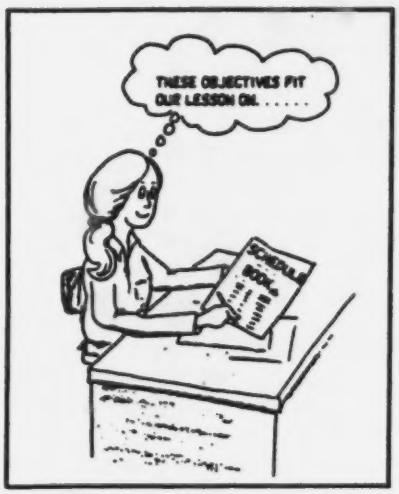
For many years ITV has been selecting a variety of programs for each year and running each one two, three or more times to accommodate all of the viewers who wish to use them. The extra runs take up a good deal of our limited air time.

If schools tape programs then ITV can run each series fewer times but can run more different programs which provides your teachers with a greater variety of resources.

In line with this thought the philosophy of ITV will be moving towards a single play and bulk feed format with more programming offered. During the 1984-85 season, for example, eighteen new series will be offered while only three series will be dropped.

ITV Services wishes to suggest the following: Schools should make an investment in tape so that each teacher would be able to record and save two series each year. These tapes should be saved until: 1) the rights run out; 2) the teacher makes a written request that the tapes be erased; or 3) the teacher leaves the system and the replacement makes a written request that the tapes be erased.

By beginning a videotape library for your school, you will find that you have a valuable educational resource at a minimum investment.



You're using ITV right if:
You use the teacher's guide for planning.

What's The Difference

Questions have been raised concerning scheduling and contact persons for programming on the NETV Network.

Instructional Television Services has contracted for time slots from 8:00 - 8:30, 9:00 - 11:30, and 1:01 - 3:30 on Mondays, Tuesdays, and Wednesdays and from 9:00 - 11:30 and 1:01 - 3:30 on Thursdays and Fridays during the school year. KYNE in Omaha also fills the 12:45 - 1:01 time slot with ITV programming. If you have questions or comments concerning programming during these times please contact NDE-ITV Services (402) 471-2057. Ask for Bob Chapman or Jim Lukesh.

The time period from 8:30 - 9:00 and 12:30 - 1:00 on Mondays, Tuesdays, and Wednesdays and from 8:00 - 9:00 and 12:30 - 1:00 on Thursdays and Fridays is filled by NETCHE, a consortium of state colleges and universities, private colleges and community colleges. NETCHE programs are primarily aimed at higher education but many are applicable at lower levels. For information concerning NETCHE programs and scheduling contact Dr. James Danielson or Beulah Ullstrom at (402) 472-3611, ext. 261.

Saturday morning and Sunday morning time slots are filled by the University of Nebraska Division of Academic Telecommunications. Programs are designed for enrighment or college credit if the viewer wishes to register. An example of a course is Academy of Computers, a 12-week credit course in the use of computers by teachers. For information concerning Division of Academic Telecommunications courses contact James Titterington, Interim Director, at (402) 472-3587.

Other programming in early morning and late afternoon through evening is supplied by the Public Broadcasting System, or NETV. For information on scheduling or programs contact John White, Program Director at (402) 472-3611.

Input

Your input is always welcome at ITV Services. Our reason for existence is to provide a service for use in Nebraska schools and who should know the needs of the schools better than those working in the schools.

Throughout the year ITV Services makes many efforts to gain feedback from administrators, teachers and patrons throughout the state.

Each fall a series of Sat-Screen meetings is held around the state. At these meetings people are invited to preview and comment on potential new programs. Programs that receive favorable ratings become candidates for adoption by ITV. Try to arrange some time for your classroom teachers to attend a Sat-Screen meeting. Input from the people who will be using the telelessons is essential.

Toward the end of the first semester ITV conducts a user survey. At this time survey sheets are supplied to schools for all users of ITV programming to supply information on what programs are used and perceived quality of the programs.

User survey results are tabulated and form an important portion of the criteria used to decide which programs will be retained or dropped from the following years schedule.

During the Spring of each year a series of Liaison Meetings are conducted at strategically located points around the state. Besides the formalized agenda time is set aside for questions, comments and suggestions about ITV programming and services. Liaison Meetings are designed to gain input from administrators as well as teachers so plan to attend if possible.

ITV Services also has an advisory committee with two members from each school board district of the state. Become acquainted with your representatives so that they may make your views known at the meeting.

Don Fowler
Columbus Public Schools
2508 27th Street
Columbus, Nebraska 68601

Marjorie Edwards
Willard Elementary School
510 Blackburn Avenue
York, Nebraska 68467

Merle Duffy
Ainsworth Elementary School
252 North Elm
Ainsworth, Nebraska 69210

Sharon Blackwell
McCook Public Schools
700 West 7th Street
McCook, Nebraska 69001

Kenneth Mumm
Kearney Junior High School
915 West 35th Street
Kearney, Nebraska 68847

Mary Anderson
Westside Community Schools
8701 Pacific
Omaha, Nebraska 68114

Dr. Fred Anderson
West Maple Instructional
Materials Center
88th & Maple Streets
Omaha, Nebraska 68134

Dr. E. James Travis
Lincoln Public Schools
720 South 22nd Street
Lincoln, Nebraska 68510

Pat Burns
Waverly High School
14621 Heywood Street
Box 426
Waverly, Nebraska 68462

Doug Jensen
Madison, Nebraska 68748

Dr. Thomas Nenneman
Millard Public Schools
1010 So. 144th Street
Millard, Nebraska 68154

Ellen Whitaker
Blair Central Elementary
16th and Colfax
Blair, Nebraska 68008

Jan Johansen
So. Sioux City Public Schools
3301 G Street
So. Sioux City, Nebraska 68776

Larry Dlugosh
Springfield-Platteview School
District 46
South 3rd Street
Springfield, Nebraska 68509

Henry Schuttler
Bellevue Public Schools
2009 Franklin Street
Bellevue, Nebraska 68005

Each year the ETV Commission designates one or more of their meetings for discussion of ITV service. At this meeting your comments are, again, most welcome.

ITV attempts to gain feedback from viewers through specific issue surveys via return postcards that accompany mailings and schools can also communicate with ITV via the EDNEB Network.

If all of the above means do not satisfy the need to air your point of view, please feel free to write directly to us or call at any time. Individual inquiries, so far as possible, are given prompt consideration.

The lives of our children will either be improved or distorted by the ways they use TV—or the ways TV uses them. What seems most crucial to me is that educators give sane and balanced attention to TV as part of the school curriculum. To do less would allow the question of what role TV will play in the lives of children to be answered by default.

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

Evaluation Checklist

I. Preparation for the Lesson.

Does the teacher develop a purpose within the students for viewing the program or telecast?

Is the teacher thoroughly familiar with the teacher's guide for this specific lesson?

Is the teacher aware of new or difficult words, are they presented in a meaningful setting before the program is viewed?

Does the teacher set purposes for the telecast that are clear to the students?

Does the room environment stimulate blending the television resources with other resources used in teaching?

Does the teacher select and review objectives of the telelesson by:

-examining content?
-defining goals?
-matching goals of the telelesson to class goals?

Does the instructor teach to the objectives by:

-selecting activities which are relative to objectives?
-identifying strategies compatible with individual teaching style?

Does the teacher plan activities which will actively involve students?

Does the teacher pre-plan to determine availability of materials?

Does the teacher determine opportunities to adjust teaching as needed?

Does the teacher assess opportunities to apply principles of learning?

II. The Telecast.

Does the teacher have the pupils view all the programs in a series or does he/she select to meet specific needs of the group?

Does the teacher gear the length, difficulty, and presentation of the lesson and follow-up to the ability of the group?

Does the teacher use different telecasts for different groups in this classroom?

Does the teacher help students learn to be attentive viewers and careful listeners?

Does the teacher help those with viewing or hearing problems rather than penalizing them for having the problems?

Does the teacher involve students in active participation prior to, during, and after telelessons?

III. Interpretation and Program Utilization.

Is it necessary for the pupils to think about the telecast in order to answer questions the teacher may ask?

Do the students decide how to use some of the ideas gained from the telelesson?

Does the teacher make use of exercises that are related to the telecast?

Does the teacher use the teachers guide for suggestions?

Does the teacher note individual difficulties?

Are the directions adequate when the teacher assigns independent pre-telecast or post-telecast work?

Does the teacher help with the transfer of information to other subjects?

Does the teacher adjust teaching by choosing additional activities and media sources as needed?

Does the teacher use telelessons which deal with predetermined objectives?

Does the teacher use activities with a specific purpose?

Does the teacher integrate activities and presentations with individual teaching style?

IV. Extension.

Does the teacher use other media to support the telelessons and suggested activities?

Does the teacher vary the activities that grow from the lesson rather than doing the same thing each time?

Does the teacher encourage individual viewing especially for gifted students or for students needing "review" help?

Does the teacher periodically evaluate television utilization by considering:

-approaches and methods?
-materials used in reference to the particular group?
-individual pupils and their progress?
-carefulness of planning, both short and long term?

Does the teacher apply principles of learning by:

-using variables of motivation to maintain student focus?
-using variables of retention techniques to assure learning?
-using closure?

A Model for Using Instructional Television

Major Concept:

Learning can be made more probable and predictable through integral use of ITV resources to plan and implement an instructional program which makes use of certain instructional skills.

I. Define broad goals based upon district expectations and teacher judgment.

II. Examine ITV schedules and teacher guides to identify telelessons and/or series of telelessons which are related to goals.

III. Determine availability in relation to necessary sequence.

IV. Use teacher guides to assist in planning an instructional program related to identified objectives.

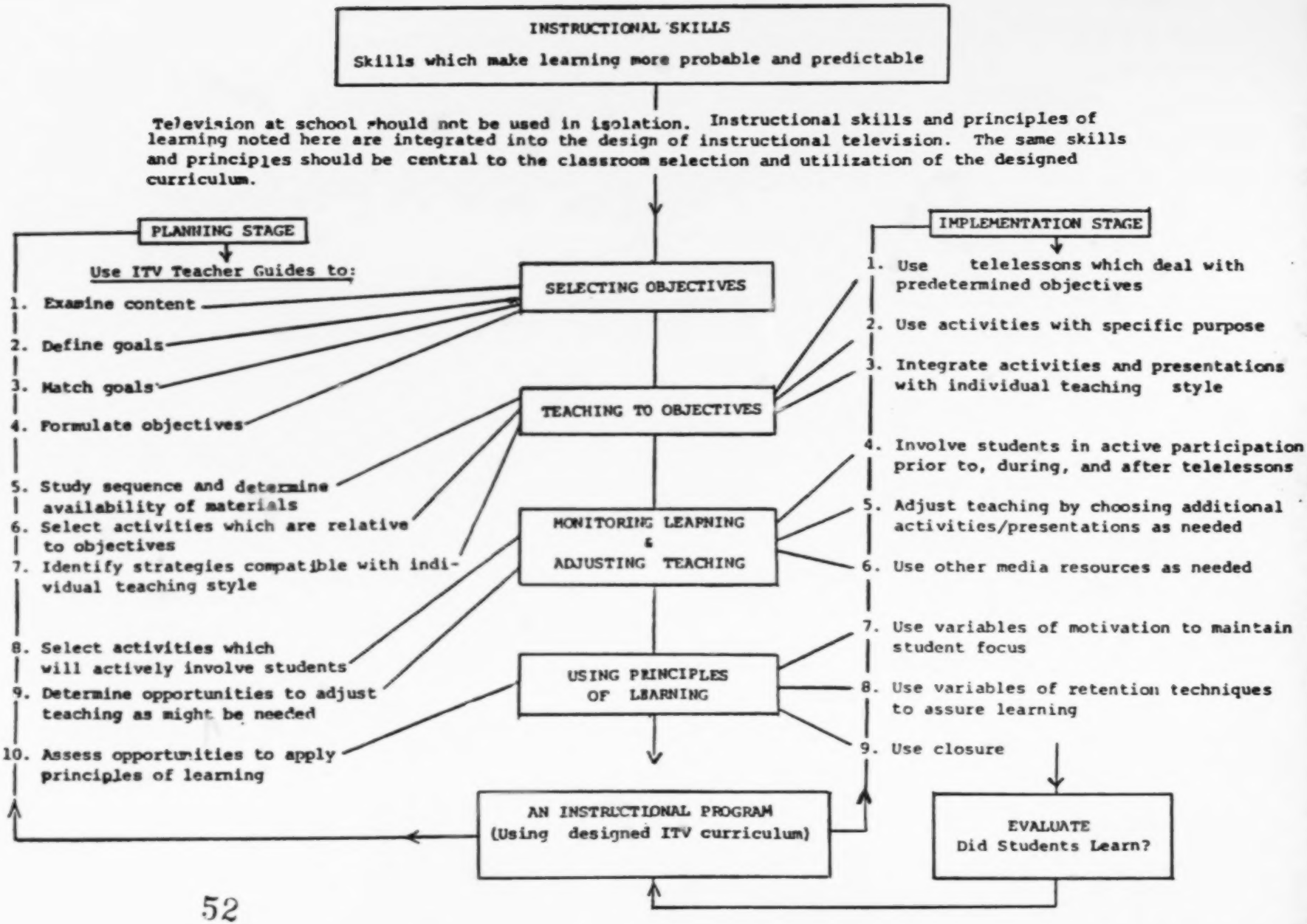
V. Use teacher guides to assist in identifying activities which will enable learners to meet objectives through active participation.

VI. Implement plan of instruction

- *Use telelessons with specific purpose
- *Integrate with individual teaching style
- *Teach to objectives
- *Monitor learning through observation of student responses
- *Adjust teaching as needed
- *Make use of principles of learning

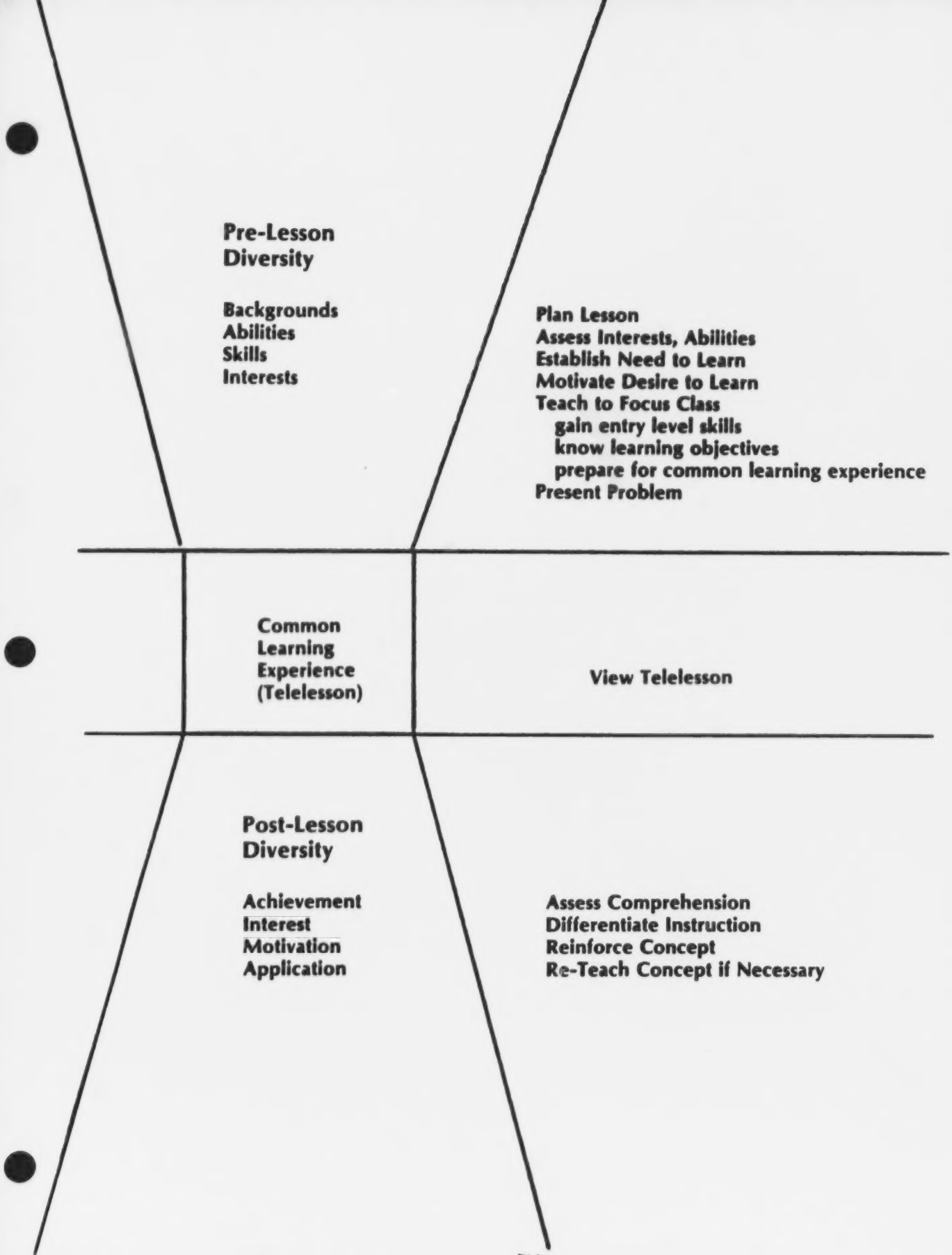
VII. Evaluate.

VIII. Reinforce and Reteach if necessary.


INSTRUCTIONAL SKILLS
Skills which make learning more probable and predictable
Television at school should not be used in isolation. Instructional skills and principles of learning noted here are integrated into the design of instructional television. The same skills and principles should be central to the classroom selection and utilization of the designed curriculum.
PLANNING STAGE
Use ITV Teacher Guides to:
1. Examine content
2. Define goals
3. Match goals
4. Formulate objectives
5. Study sequence and determine availability of materials
6. Select activities which are relative to objectives
7. Identify strategies compatible with individual teaching style
8. Select activities which will actively involve students
9. Determine opportunities to adjust teaching as might be needed
10. Assess opportunities to apply principles of learning
SELECTING OBJECTIVES
TEACHING TO OBJECTIVES
MONITORING LEARNING & ADJUSTING TEACHING
USING PRINCIPLES OF LEARNING
AN INSTRUCTIONAL PROGRAM (Using designed ITV curriculum)
IMPLEMENTATION STAGE
1. Use telelessons which deal with predetermined objectives
2. Use activities with specific purpose
3. Integrate activities and presentations with individual teaching style
4. Involve students in active participation prior to, during, and after telelessons
5. Adjust teaching by choosing additional activities/presentations as needed
6. Use other media resources as needed
7. Use variables of motivation to maintain student focus
8. Use variables of retention techniques to assure learning
9. Use closure
EVALUATE
Did Students Learn?

Teacher Actions Which Make Learning More Probable and Predictable When Using Instructional Television

a. Examine content of the resource.
b. Define goals.
c. Match goals.
d. Formulate objectives.
e. Study sequence and determine availability of materials.
f. Select activities which are relevant to objectives.
g. Identify strategies which are compatible with individual teaching style.
h. Select activities which will actively involve students.
i. Determine opportunities to adjust teaching as might be needed.
j. Assess opportunities to apply principles of learning.
k. Use telelessons which deal with predetermined objectives.
l. Use activities with specific purpose.
m. Integrate activities and presentations with individual teaching style.
n. Involve students in active participation prior to, during, and after telelessons.
o. Adjust teaching by choosing additional activities/presentations as needed.
p. Use other media resources as needed.
q. Use variables of motivation to maintain student focus.
r. Use variables of retention techniques to assure learning.
s. Use closure.


Pre-Lesson Diversity
Backgrounds
Abilities
Skills
Interests
Plan Lesson
Assess Interests, Abilities
Establish Need to Learn
Motivate Desire to Learn
Teach to Focus Class
gain entry level skills
know learning objectives
prepare for common learning experience
Present Problem
Common Learning Experience (Telelesson)
View Telelesson
Post-Lesson Diversity
Achievement
Interest
Motivation
Application
Assess Comprehension
Differentiate Instruction
Reinforce Concept
Re-Teach Concept if Necessary

Instructional Television Program Erasure Request

Please erase or destroy tapes of the following programs:

_____
Series Title

Lesson Numbers & Titles

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
Name

_____
Class

_____
Date

Instructional Television Program Dub Request

Please copy for future use the following programs:

_____ _____

Series Title Taping Rights

Lesson Numbers & Titles	Date Broadcast	Time

Projected Use: _____

_____

_____

_____

Name

_____

Class

_____

Date

Instructional Television Reservation Request

Please reserve the following equipment

_____ _____ _____ _____

Series Title | Use Period: 1st Choice | 2nd Choice

Lesson Numbers & Titles

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Video-Tape Reorder _____ Yes _____ No

Monitor _____ Yes _____ No

_____
Name

_____
Class

_____
Date

Instructional Television Video-Tape Index

Series Title	Taping Rights	Subject Area	Grade Level

Lessons	Objective
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Supportive Materials: _____

_____

_____

_____

_____

_____
Requested by

_____
Class

_____
Date

DOCUMENT RESUME

ED 265 836 IR 011 960

TITLE	A Principals Guide to Instructional Television in the Classroom.
INSTITUTION	Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.
PUB DATE	84
NOTE	59p.
AVAILABLE FROM	ITV Services, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509 (free).
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Curriculum Development; *Educational Television; Elementary Secondary Education; Instructional Innovation; Instructional Material Evaluation; Models; *Program Guides; Program Implementation; Resource Materials; Skill Development; Teacher Attitudes; Teaching Guides; Teaching Methods
IDENTIFIERS	Nebraska

ABSTRACT

This resource guide is designed to help principals acquaint themselves and their teachers with instructional television (ITV) programming and to assist in the supervision of ITV use to obtain the optimum educational value for students. A brief introduction presents a rationale for the educational use of television and describes the Nebraska State Instructional Television Services Department. A checklist is provided for use in evaluating the overall system for use of ITV in a school before addressing the validity of ITV use by individual teachers. The title, class level, and a brief description are presented for each of 118 general ITV on-air programs which are available to teachers through the Nebraska system. Additional programs are also listed in eight categories: (1) foreign language; (2) guidance; (3) language arts; (4) physical education; (5) science; (6) social studies; (7) teacher inservice; and (8) vocational education. Suggestions are provided for successful classroom implementation of instructional television, and ITV Services support materials are outlined. An ITV evaluation checklist, a model for using instructional television, a diagram of the relationship of ITV to instructional skills, and copies of four different types of ITV program request forms complete the document. (JB)

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ED265836

A Principals Guide To Instructional Television in the Classroom

IR011960

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Setting up a functioning, useful ITV program in the high school requires a principal who is open to new programs and who enjoys working with the instructional side of school work. The principal must be involved from the beginning. He or she must have a major role in making decisions from planning stage to full operation. It isn't too much to say that the principal is the key to the success of the project.
(NASSP BULLETIN, National Association of Secondary School Principals, Vol. 64, No. 437, September 1980)

Rationale

Instructional Television Services of the Nebraska Department of Education believes that telelessons can be an asset used by your teachers in providing quality education. We know this is your objective as well as that of the teachers, students and patrons of your school.

Television is an all-pervasive medium that can not only extend the walls of the classroom to lengths not otherwise possible but can escalate learning to a higher level of affective thinking. Telelessons can bring emotions, moral judgments, and real-life situations into your classrooms.

Television as a means of communication and recreation is, for better or worse, with us and will continue to be. Since TV is not going to go away and since students in particular and people in general are predisposed to watch and enjoy television as well as believe what they hear and see on television, this medium must also be a means of education.

Further, as educators, we would be remiss in our duties if we did not show our students how to use, make judgments about and be educated by television.

Unfortunately, television can be subject to misuse in the classroom just as textbooks, worksheets, filmstrips, group discussions, study halls and any other facet of our educational system can be misused if an individual teacher is so inclined. Since we, like you, wish to see all materials used to their maximum educational value we offer to you a handbook to help you acquaint yourself and your teachers with ITV programming and to aid you in the supervision of ITV use to attain the optimum educational value for your students.

> Whatever expanded experiences children have with TV is dependent on adult direction, encouragement, and facilitation. We know that in helping children learn to read, and in guiding and directing their reading, we make books become pathroads to knowledge and vicarious experiences. We should, I think, proceed in the same way with TV, for TV has much the same potential for expanding a child's world and for enriching a child's life. Learning to use TV well is much like learning to use books well. And that is where adults come in, particularly teachers. The values in TV are yet to be realized. The schools must provide TV education for a TV world.

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

Instructional Television Services

Instructional Television Services of the Nebraska Department of Education provides classroom instructional television at all levels in Nebraska schools. This includes the planning, development, production, acquisition, distribution, and utilization of instructional television lessons and appropriate supportive textual materials.

Instructional Television (ITV) is a concept which infuses the technology of television into the teaching/learning process. Some ITV materials can stand alone, with telelessons and printed materials sufficient for use as a total plan of instruction. Other materials are created for use as resources to supplement the main components of instruction. Whatever the nature of the ITV offering, its special contribution to the classroom is the unique and powerful visual experience it provides which could not easily be duplicated in any other way. Designed to meet curriculum needs expressed by Nebraska educators, ITV programs are broadcast statewide over the Nebraska Educational Television Network each school day. In addition, Omaha residents may also view ITV programs on station KYNE (Channel 26).

ITV is funded annually by the State Legislature, allowing us to provide selection, lesson development, lesson production and lesson delivery as services to all Nebraska school districts. The purchase of local equipment and ancillary print materials for use with the telelessons represent the only costs borne by Nebraska school districts.

ITV programs and their accompanying print materials meet special needs in nearly every curriculum area. In some instances, teachers use ITV exclusively to cover specific subject areas. For example, an elementary teacher responsible for many subjects might use a semester-long series to teach art and/or music. Similarly, a secondary teacher might use a short course on a particular science topic to provide in-depth instruction.

ITV curriculum materials are acquired from three main sources--local productions, productions by multi-state consortia, and pre-packaged productions from outside agencies.

NDE is responsible for program selection, but the recommendations and needs of many different groups enter into that selection. Input from ITV Liaison Meetings, NDE's curriculum consultants, and the ITV Curriculum Advisory Committee are taken into account. To insure the effectiveness of this selection procedure, programming and print materials are evaluated annually by NDE, with input from educators, to determine if they are continuing to meet teacher needs and hold student interest.

ITV Services provides 122 different educational series including nearly 1600 lessons on the air each year. In addition 65 series are available for purchase by schools through our Instructional Resource Library (IRL). These numbers are expected to increase in the future as the use of the video-cassette recorder in the school makes it logical to broadcast more series with fewer on-the-air runs for each series.

Many of our series are provided on a bulk-feed basis in the late spring and early fall to allow your teachers to put a whole series on tape for future use in the most convenient way possible. By using bulk-feeds the teacher not only is assured of having the lesson for use in class, but has access to the lesson ahead of time for previewing and advance planning.

ITV Services acquires taping rights for the programs which automatically transfer to the schools. Only two of our programs carry less than one-year rights and many have three to twelve-year rights. All Nebraska-produced programs have recording rights in perpetuity. This means that a school could, literally, use the tapes forever which is important to long-range planning. The teacher does not have to worry about being able to get a lesson at the time needed if at all because the teacher already has the program on video-tape. ITV Services also makes available to your teachers the print material to make the classroom telelessons more meaningful. Teachers' guides and, in some cases, resource kits are made available at cost. Also available to schools are the Spring Planning Guide, Schedule Books, and the monthly newsletter INSIGHTS which has the schedule for the month as well as articles which point out issues that teachers should be made aware of.

ITV's usefulness is not confined to the classroom. Parents have an opportunity to view the same programs as their children, and can thus help reinforce in-school learning. The homebound student may benefit, too, by keeping up with the same programs his classmates are watching at school.

We at ITV are proud of what we consider to be a quality product and are proud of the fact that we can provide our services on an equal basis to all students in Nebraska.

ITV Services also can provide technical information concerning the utilization of your hardware or the use of particular programs and provides in-services on programs.

A central programming service like ITV can provide visual and auditory experiences of a quality almost impossible to equal in the classroom. Used as an integral part of instruction, television is an extremely effective learning tool. After examining the evidence at hand, Robert Hilliard of the Federal Communications Commission stated in 1976, "The question for the teacher who wants to improve learning in the classroom is not whether to use television but how to use it!"

TV can be a window to the world, even if the world seen through that window is not always accurately or sensitively presented. Children can find beauty and truth and culture and compassion on TV. That children do not find more of these kinds of experiences is more a result of what they are allowed to see than it is a product of the window itself.

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

You Say You Want A Model System?

Most local coordinators of ITV services are constantly striving to provide a viable and efficient system to facilitate the use of television resources in a classroom. There has been considerable research relative to successful use of television in a school. That, combined with the judgment and practice of others has resulted in what is presented here as a model system. The system is divided into three elements for clarity: (A) The Delivery System, (B) The Equipment, and (C) Management Procedures.

The following checklist is provided for you as principal to evaluate the overall system for use of ITV in your school before evaluating the validity of ITV usage by individual teachers.

A. THE DELIVERY SYSTEM

1. A coaxial cable distribution system carries a good signal to all classrooms. The signal can originate from a community cable service or from an antenna or antennas at the school. The signal must be as good or better than that received in area homes.

B. THE EQUIPMENT

1. Classrooms have easy access to color television receivers. A workable ratio is one receiver to three or four teachers.

2. Videorecording equipment is available. A program of preventive maintenance is established and there is quick access to backup equipment in the event of failure. Arrangements for maintenance and repair should be made in advance so downtime is reduced to a minimum.

3. An adequate supply of videotape is on hand.

4. Connecting cables are kept in good repair. Spares are immediately available.

C. MANAGEMENT PROCEDURES

1. The school system has developed a policy statement relating to the use of televised curricular resources. Such a policy should include the school's position on administrative and budgetary commitment, expectations from teachers using television, and a well-defined plan for managing the local service.

2. Using teachers have manuals and other ancilliary print materials to accompany telelessons which are used regularly.

3. There is a full set of teacher manuals available in the building to help teachers select programming which isn't used regularly and for which manuals, therefore, are not on hand in the classroom.

4. Inservice on use of programming and equipment is provided regularly.

5. First-year teachers are informed thoroughly of local policies, of capabilities of the local system, and NDE programming services.

6. Clear-cut procedures are established for requesting equipment, manuals, schedules, videotape and other paraphernalia associated with television use. A well-defined procedure for requesting videotape recording and playback is established.

7. There is a plan for recording programming outside school hours.

8. Someone is responsible for coordinating local ITV services.

9. Teachers are kept constantly informed of programming available.

10. A local procedure for collecting input from teachers regarding programming and all ITV services is established. Information is shared.

11. Local guidelines are established for copyrights of materials produced in the school or locally.

12. The community and Board of Education are kept informed of the relationship between ITV use and curriculum goals.

ITV Program Offerings

The following section contains the title, class level and a synopsis for each lesson that appears in the schedule book or in the Instructional Resource Library catalogue (IRL).

Each entry in the first section, (pages 8-20) will appear on the air at least once during the 1984-85 season. For dates, time of play, taping rights, supportive materials and individual lesson titles consult the ITV Schedule Book or the INSIGHTS newsletter.

Eacy entry in the second section (pages 21-29) is available for tape dubbing through the Instructional Resource Library catalogue. Through IRL you purchase a copy of the series for a price of $8.00 a lesson on your tape. You then maintain rights to the tape as long as ITV maintains rights, in many cases in perpetuity. For complete ordering information consult the Instructional Resource Library catalogue.

ITV Programming
ON AIR

Across Cultures is designed to help students see three cultures through the people who live in them, and to understand interdependence and our "world culture." The three cultures presented are the urban people of Osaka, Japan; the Tarahumara Mountain people of Chihuahua, Mexico; and the Baoule people of the village of Yrakrou on the Ivory Coast. John Robbin hosts the lessons in this series. Senior High

American Legacy explores the historical and contemporary U.S. by focusing on selected geographical areas. Historical events, personalities and the economic and cultural foundations of each topic will be examined. Grades 5-6

American Scrapbook takes students to moments and places that should be saved and remembered. The series lets them relive the dramas of history and gain a new insight into the importance of some of the nation's memorable events. The on-location production brings both historical accuracy and the beauty of our nation to the classroom. Grade 5

American Short Story is a series of lessons in American Literature for high school students. Each lesson features a theatrical portrayal of the short stories of such writers as Willa Cather, Ray Bradbury, Kurt Vonnegut and Stephane Crane. Senior High

American Story presents fifteen history lessons from the beginning to 1877. **America: The Second Century** presents a second fifteen lessons from 1877 to the Cold War. Senior High

Animal Behavior investigates animal learning and its relation to animal behavior. Students will witness many remarkable instances of animal behavior--some involving relatively simple invertebrates, others involving higher animals such as fish, birds, and chimpanzees. Lessons show scientists working with animals both in the wild and in laboratory situations. Junior-Senior High

Arts Alive is a study of visual arts, dance, music and drama which are treated separately and in multi-art presentations. All lessons are designed to relate arts to everyday life and enhance arts involvement, to increase knowledge of the building blocks of art forms, and to stimulate new perceptions of self and the individual's creative powers. Grades 6-8

The Art Corner introduces kindergarteners to possibilities available to them in art. In addition to art, development of psychomotor skills is emphasized in the series. Art Work by kindergarteners is shown. Kindergarten

Assignment: The World encourages a greater understanding of world and national news events through its news coverage format. Each lesson sparks student curiosity and serves as a basis for discussion on news happenings. The series also includes opportunities for students to send in their opinions on issues which are shared in the "Mailbag" segments of the lessons. Grades 6-8

Atoms and Molecules uses computer generated graphics, animation, demonstrations and models to explain how atoms form molecules. Emphasis is upon how physical and chemical changes come about to create new substances. Radioactivity and nuclear fission and fusion are explained. Grades 5-6

Basic Earth Science is designed to show the techniques used in geological investigation. Lessons describe among many topics, the monitoring of volcanic eruption and seismic disturbances, and predictions of glacial movement. Viewers will learn to apply more sophisticated analyses to their own earth studies. Junior-Senior High School

Belle Lettres' Story Saloon introduces literature students to a wide variety of literature from many cultures. Lessons ask who stories are written about, how settings are established and made believable, how stories are told and why they are written. In addition, viewers become acquainted with word choices as they explore dialogue, story action and descriptions. Grade 4

The Best of Cover to Cover I consists of the 16 most popular programs from the **Cover to Cover I** series. To be used in conjunction with **Book Bird**, **Best of Cover to Cover I** focuses on some of the finest books ever written for young people. The narrative and illustrations tell only part of the story, thus encouraging viewers to find the books in the library and read the endings themselves. Grade 4

The Best of Cover to Cover II consists of the 16 most popular programs from the **Cover to Cover II** series. To be used in conjunction with **Storybound**, **Best of Cover to Cover II** focuses on some of the finest books ever written for young people. Drawings illustrate the carefully selected books, creating the kind of interest that leads students to the library. Grades 5-6

Biology demonstrates ways in which students study the interrelationships of living things, including humans, with forms of life in the biosphere. It defines the functions of plants and animals in that system and shows different kinds of biotic communities. Special programs on unusual biological phenomena are included. Grade 10

Book Bird is an addition to the **Cover to Cover** family. Programs have been created by John Robbins to replace out-of-date **Cover to Cover I** segments. Used in tandem with **Best of Cover to Cover I, each episode of Book Bird** will explore one or two books through narration and lively art work. Grade 4

Bread and Butterflies establishes career development goals that are essential to future career choices and to an understanding of the economy. It recognizes that the individual, not the job description, is the real area of concern, and that understanding others and the work they do provides students with a basis for some of their own choices.

By the People is a series on the American political system. Lessons are designed to show high school students how they can become actively involved in the political process. Senior High

Colorsounds uses the popular video music to teach reading. Performances by the biggest names in the business are captioned with learning targets identified. Excellent for motivation or remedial reading. All levels

Common Cents is an economic series for the primary grades. The lessons point out that people depend on one another in many ways; this series focuses on the economic interdependence of people. It presents economic concepts in terms that young children can relate to their own lives. The lessons use a variety of techniques--puppets, skits, animation, songs and film segments--to explain basic economic concepts and to stimulate classroom discussion and activities. Grade 2

Community of Living Things takes students to remote regions where they can inspect more than 150 species of living organisms. By means of field trips, close-up photography and microphotography, programs explore the ecology of natural habitats, studying the adaptations of organisms, the interdependence of living things and the ways in which people have upset this balance. Junior High

Cop Talk provides necessary background on the rights and responsibilities of juveniles as citizens. The lessons reflect topics chosen because of their interest and concern to young people, educators and law enforcement personnel. Dramatic episodes that reflect real-life situations feature Salt Lake City Police Department staff. Grades 6-9

Dial A-L-C-O-H-O-L uses the frame tale of high school students involved with an alcohol telephone hotline to present information about alcohol use and abuse. Factual information is given in the students' responses to callers' questions. Feelings and attitudes about alcohol are explored in dramatic situations involving the hotline volunteers. The problem of alcoholism is included in the series, but the emphasis is on making responsible decisions about drinking or not drinking. Junior-Senior High

Dimensions in Science I: Chemistry is an introduction to the view of chemistry as a basic human activity. Lessons combine high visual impact with solid curricular content to outline present knowledge of matter and energy at the molecular level. In addition, questions are raised regarding the use of such knowledge. Senior High

Dimensions in Science II: Physics is designed to generate excitement in scientific discovery by showing how scientists view their work. Lessons discuss such concepts as mathematical structure in physics, radiation high-energy physics, and relativity. Also included are an explanation of the Big Bang theory and the principles of physics as reflected in biology. Senior High

Discovering is intended to arouse the curiosity of students, develop in them a deeper sense of the interdependence of living things and encourage them to think in a scientific way, through presentations that reinforce and extend classroom experiences in science. Grade 6

Dragons, Wagons & Wax blends primary science with imaginative presentation. "Dragons" represents the world of living things, "wagons" represents simple machines and "wax" is symbolic of matter. Original music and lyrics enhance this exciting series. Grade 3

Eureka blends cartoon characters and animated objects to illustrate the principle of physics. As each lesson builds on and adds to the preceding one, an understanding of force and energy is created. Lessons begin with a review of prior basic concepts discussed. Senior High

Fast Forward I is a general audience series which examines fast-breaking technological developments and their implications. The thirteen segments look at various ways in which the technological revolution continues to alter our lives, as well as what we might expect in the future. Senior High

Fast Forward II continues the exploration into the technological revolution and its effects which was begun in **Fast Forward I**. Lessons are designed to remove the mystiqe from technology and to humanize its processes while providing information about how it affects our daily lives. Among the topics covered are the role of technology in transportation, energy, business and many other areas of our lives, both now and in the immediate future. Senior High

Finding Our Way is a new and fresh approach for students to learn and use the many important map and globe skills introduced at the intermediate and junior high school levels. Through careful sequencing, these 16 lessons introduce, develop and reinforce such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information needed for a better understanding of any social studies curriculum. Grade 4

Give and Take develops economic understanding and decision-making skills as they relate to the student. Lessons will focus on the need for effective producer, consumer and public economic decisions and the interaction of individual and public decisions. Specific concepts discussed include supply and demand, the services of government and the price paid for them, interaction among segments of the economy and the economics involved in career choices. Grades 8-10

Great American Eating Machine provides an introduction to good eating habits. Using a light, fun-filled magazine format, the programs focus viewer attention on positive attitudes and decisions involving food. Grade 2

Hands On Science 1 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 1

Hands on Science 2 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are involved. Grade 2

Hands on Science 3 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 3

Hands on Science 4 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 4

Hands on Science 5 is process oriented, based on the idea that "to do science is to learn science." Elementary process skills--observing, measuring, classifying, inferring and predicting, and experimenting--are introduced. Grade 5

Health K/Ripples is the first level in Nebraska's revised K-12 comprehensive health education offered by television. At the kindergarten level, the lessons from the series **Ripples** are used. A complete teacher's guide for **Ripples** is available from NDE for $1.30; a K-2 Health Guide containing synopses of the **Ripples** materials is also available at $2.00. Kindergarten

Health 1 is the second half of Nebraska's revised K-12 comprehensive health education offered by television. Lesson information is contained in the K-2 Health Guide. Grade 1

Health 2/All About You helps second graders to better understand themselves and others, with emphasis on elementary physiology. This is the third level of Nebraska's revised K-12 comprehensive health education offered by television. The **All About You** teacher's guide provides complete information on the lessons; the K-2 Health Guide provides synopses of the broadcasts and activities. Grade 2

Health 3 helps the third grader increase knowledge about self and others, with emphasis on one's personal responsibility for health. Lessons from **All About You** and **You Are...**are included in this series. The 3-4 Health Guide provides information about the television lessons and the health curriculum. Grade 3

Health 4 is the fifth level of Nebraska's revised K-12 comprehensive health education offered by television. Most of the lessons at the fourth-grade level are from the **Inside/Out** series. Synopses of all the lessons are contained in the 3-4 Health Guide. Grade 4

Health 5 helps students to understand further human growth and development; selected lessons from **Inside/Out** explore emotional health. **Health 5** is part of Nebraska's revised K-12 comprehensive health education program offered by television. The 5-6 Health Guide provides program and curriculum information. Grade 5

High Feather is an innovative series which seeks to rid children of the prejudices and misconceptions about the relationship of nutrition and health. The series offers positive nutrition messages which actively involve children in learning nutrition. Grades 3-6

Holiday Specials treats the holidays in a manner conducive to understanding the events behind the holiday. Respect for our heritage and reaffirmation of basic American principles and ideals are stressed. Grades 2-6

Human Physiology presents extraordinary photography of human body systems in action. The interdependence of specialized organs and the importance of each in maintaining internal system balance is emphasized. Many demonstrations are based on new research in theoretical medical technology. Senior High

I-Land Treasure is a speech and listening series for kindergarten-age children developed by the Nebraska Department of Education. The programs give children practice in listening for sounds, listening for the placement of sounds, and in imitating sounds. An extensive set of suggested classroom activities is available for use with the series and is included with the teacher's guide. Kindergarten

In Other Words focuses on the process of oral communication by describing what it is and how it can be improved. Lessons feature such aspects of communication as gathering information, organizing data, active listening and many other topics. Junior High

Inside/Out helps children achieve and maintain well being. Using situations common to the lives of eight-to-ten-year-olds, the series engages their minds and feelings through compelling social, emotional and physical problems. The series takes an affective approach to problems, showing that an open-minded understanding of human feelings is needed to balance knowledge of a more factual or cognitive kind. Grade 4

Inside/Out helps children achieve and maintain well being. Using situations common to the lives of eight-to-ten-year-olds, the series engages their minds and feelings through compelling social, emotional and physical problems. The series takes an affective approach to problems, showing that an open-minded understanding of human feelings is needed to balance knowledge of a more factual and cognitive kind. Grade 5

Insude/Out helps children achieve and maintain well being. Using situations common to the lives of eight-to-ten-year-olds, the series engages their minds and feelings through compelling social, emotional and physical problems. The series takes an affective approach to problems, showing that an open-minded understanding of human feelings is needed to balance knowledge of a more factual or cognitive kind. Grade 6

The Inside Story with Slim Goodbody features Slim Goodbody who dons a human-body costume to lead students on a tour of the incredible human body. Slim explores huge working models of the human heart, lungs and digestive system to help children understand what happens in their bodies. Students learn basics of health education including the care they must take to keep their bodies in good working order. Slim intersperses singing and dancing with the information presented and emphasizes to children the need to care for their remarkable human bodies. Grades 3-5

It Figures provides lessons in mathematics which begin with modeling of the process of mathematical solutions. Dramatizations of children dealing with a problem requiring math will open the lesson; direct instruction in the applicable math concept will follow; and application of the concept in another real-life situation will close the lesson. Grade 4

Jackson Junior High portrays a teacher's concern when asked to include Alcohol Education in her curriculum and the events which influence her decisions about what should be included. Junior High

Job Seeking examines the process of seeking, interviewing, and locating jobs and is designed for use by high school students. Phyllis Martin, an experienced personnel interviewer, hosts the lessons and offers practical advice gained in her more than 50,000 interview experiences. Senior High

Justice takes a good hard look at our criminal justice system and asks some very basic questions: Why isn't the system working? What should be done to change it? What is a crime? Who is a criminal? Does our court system protect our fundamental rights as it was designed to do? Senior High

Dr. Martin Luther King, Jr. Day is a special telecast which combines two programs from the **Legacy** and **Truly American** series. Focusing on the life and achievements of the civil rights leader, this telecast is provided for schools in order to assist them in commemorating Dr. Martin Luther King, Jr. Day (January 15). Grade 5

Land In Literature uses a dramatic format to teach about types of literature and characteristics of stories. Many recent selections are included, which emphasize girls and minority group members in lead roles. Grade 3

Letter People K presents several delightful characters, each representing a different letter of the alphabet. To help children understand and remember phonetic processes, abstract rules are translated into easily remembered stories. To simplify the process of decoding, several devices are used to enable the children to understand the structure of words. Kindergarten

Letter People I is the complete 60-lesson series about the 26 alphabet puppet characters who help children learn to read. Complex phonetic processes and abstract rules are translated into easily remember stories and games. The first 16 lessons of **Letter People** are also broadcast second semester to allow kindergarten classes to get a "head start" on reading skills. Grade 1

The Living Cell describes the basic unit of life through the use of photomicroscopy and computer animation. With the aid of visual representations of cellular biology, students are enabled to grasp the basic nature and function of the cell. Senior High

Locker Talk is for the second-semester sixth-grader and the new junior high student. The three lessons in the series suggest ways students can cope with and adapt to the junior high environment. Grade 6-Junior High

Mathwise provides students with basic mathematical concepts and their applications to everyday situations. The lessons focus on decision-making in practical tasks which require mathematical skills and enable students to understand the daily needs met by math solutions. Junior-Senior High

A Model Criminal Trial helps high school students understand the functioning of the court system in America by taking them through the procedure of a criminal case. Senior High

Mole Concept clarifies the reasoning behind the historical development of the mole concept, and opens the way to understanding chemical reactions at the molecular level. Graphics and animation are used to explain difficult-to-teach scientific concepts. Through postulation and refutation students will discover a practical working tool for comparing atoms in chemical reactions. Senior High

Natural Phenomena concentrates on the natural events and scenic wonders which occur in and around earth. Topics range from geysers to spectacular canyons, and major weather phenomena to earth history. Junior High

The Nature of Life illustrates what happens when a single cell develops into a many-celled organism. This comparison provides a basis for further investigation into the similarities and differences between plants and animals. Junior High

Nebraska Communities, a one-semester study of community living, stresses the understanding of similarities between communities. Map and reference skills are emphasized, along with affective skills. An extensive classroom resource kit accompanies the series. Grade 3

Nebraska Now is an inquiry approach to a "people-oriented" study of relevant Nebraska situations. Themes include cultural diversity, environmental influence and people in unity. Grade 4

Neighborhoods focuses on concepts of rural and urban communities, and the geographical relationships within and between them. The series examines working and living relationships in society and emphasizes the need for cooperative human efforts and good citizenship. Lessons provide experiences which reinforce the diversity of population distribution and the benefits to be gained from these differences. Grade 2

George Norris is a special telelesson designed to acquaint students with the life and major legislative achievements of Nebraska's progressive U.S. Senator. Featured in the lesson are a brief biographical sketch of the senator's early life and his later life, demonstrated by his key roles in the establishment of the Tennessee Valley Authority, the unicameral legislature in Nebraska, the Norris-LaGuardia Act, the "Lame Duck" amendment to the U.S. Constitution and rural electrification projects. Grade 5-Senior High

Odyssey (Antarctica, Arctic and Equator) takes intermediate students on journeys to the extreme ends of the world. Animal life and vegetation are explored and scientific experiments are explained. Filmed on location, the series brings the wonders and excitement of the world to the classroom. Grades 4-6

Once Upon A Time provides a quality diet of children's literature and encourages development of reading skills. Good literary experiences don't just happen--they must be carefully planned. This series of television lessons brings to the child some of the best examples of creative writing. Kindergarten

On The Level is a series which deals with the emotional and physical health of senior high students. Lessons cover such critical topics as stress, loneliness, male/female relationships, peer pressure, and conflicts with parental authority. Senior High

Our Living Bill of Rights presents the principles of justice through actual case studies illustrating these basic concepts. Included are such foundations of modern law as the Bill of Rights, due process and the defendant's right to counsel, individual liberty, free press in collision with rights to a fair jury trial, separation of church and state and human versus property rights. Senior High

Out and About uses positive role models to show children how to feel good about themselves as they deal with problems everyone must face. Programs are designed to help children develop their problem-solving skills using different methods of observing, describing and detecting objects and events. Grade 1

Reading Approach to Math is designed to be a tool which teachers may use to assist students at all levels of ability to interpret and solve written mathematical problems. Vocabulary is on a 7th grade level while student actors are on a 10th-grade level. Junior-Senior High

Resisting Pressures to Drink and Drive is for use in Junior High to help students acquire skills needed to carry out informed choices related to drinking alcohol; drinking alcohol and driving an automobile; and accompanying a drinking driver. Junior High

Reverse the Curse is a fifth-grade literature series set among the Egyptian pyramids. Lessons encourage student reading and creative expression while presenting basic literary principles such as character, style, plot and theme. Grade 5

Rights & Responsibilities helps students make decisions about their roles in school, community and society. Case studies and situational dramas, rather than dry civics lectures, stimulate students to think about their citizenship roles. Junior High

Saudi Arabia describes a country that has risen from obscurity to a position of major influence in less than 50 years through the use of oil and a powerful new political confederation. The lessons portray the history, culture and peoples of this important land. Junior-Senior High

Self, Incorporated helps young teenagers cope with the sociological, psychological and physiological changes which they are experiencing. These lessons in lifecoping skills help junior high school students improve their abilities to cope with changes and enhance development of personal identities. Junior High

Shakespeare on Stage presents performances of two plays together with interviews with directors, actors, and costume designers and others illustrate various facets, interpretations, and language of Shakespeare plays. Program formats change so each lesson stands on its own. Critical evaluation is left to the teacher. Senior High

Sherlock Holmes Smarter Great-Granddaughter is a sixth-grade literature series produced by the Nebraska Department of Education. The programs follow Holmes and her assistant, Bill Watson, as they decipher the literary clues left by arch-criminal Professor Moriarty. As these clues unravel, students learn about oral and written literature, including poetry, drama and nonfiction. Grade 6

South America explores the continent's geography, history, anthropology, archeology, economy, and political life in a multi-disciplinary approach. Old and modern cities, ports, ranches, farms and mines are visited. Grade 6

Star Lore explores different types of stories, settings, character types and situations througn an entertaining story line. A variety of auxiliary materials for use with this series is also available. Grade 2

Storybound is an addition to the **Cover to Cover** family. The fifteen programs have been created by John Robbins to replace out-of-date **Cover to Cover I** segments. Used in tandem with **Best of Cover to Cover II**, each episode of **Storybound** will explore one or two books through narration and lively art work. Grades 5-6

Strawberry Square is a total music curriculum which combines fundamental music literacy with joyful movement and the enhancement of vocabulary and social skills. Basic to the series is the classroom Tune Shoppe concept which encourages students and teachers to establish a music center in their classrooms, complete with musical instruments. **Strawberry Square** audio tapes and the **Strawberry Square** Song Guide, containing all of the music utilized in the series. Kindergarten-Grade 1

Strawberry Square II: Take Time will begin where the first series left off with the Square residents, who have learned to sing, dance, create rhymes and enjoy one another. However, Skipper decides they have more to learn about taking time to enjoy the world around them even more fully. Visual arts, mime, theatre and dance will be featured along with music. Grades 2-3

Success in the Job Market is for students who plan to enter the job market upon completion of high school. It is designed to help them successfully compete in the world of work. Series goals are: to present a realistic view of the working world; to help students make reasoned decisions about entering the job market; and to help students be successful in competing forjobs and remaining satisfied on the job. Senior High

Survival Economics helps high school students find their way through the economic temptations, pressures and realities of society. The 15 lessons explore important economic areas and help students develop their own decision-making money-management models. Senior High

Tales In a Treehouse exposes first graders to children's literature through unusual techniques which capture the interest and imagination of the young student. This well-planned series will encourage the student to expand powers of creative thought and imagination, and enjoyment in a variety of literary forms and develop an interest in reading as a leisure-time activity. Grade 1

Tax Whys may be used separately or in correlation with the tax materials supplied by IRS. The series is designed to explain why there are taxes, how taxes influence behavior, why people differ on what constitutes a fair tax, and how taxation involves compromises of conflicting goals in provision of government goods and services. Senior High

Terra: Our World focuses on environmental issues, providing both information and a variety of visits to areas of environmental concern. At the beginning of each lesson, newswoman Connie Chung introduces the issue. Interviews and on-site visits provide information and raise questions about the scientific, aesthetic, social and economic implications of the problem and its solutions. Junior-Senior High

Tests (professional growth) features Betsy Haley, Chair of the Basic Assessment Consortium of the Education Testing Service, in a rational look at the testing process. The lessons suggest ways to alleviate both student and teacher misery related to tests and examines test construction. In addition, the series discusses what to expect of tests and how to get the most out of test data, so that valuable instruction time can be returned to the classroom. Professional

ThinkAbout is designed to help 5th- and 6th-graders develop and strengthen their reasoning and study skills and to improve and extend their mathematics and communication skills. The series blends skills from various subject areas in the 5th- and 6th-grade curriculum and presents them within a framework based on the reasoning process. Situations common to the lives of students this age are used as the context for learning. Programs and printed materials motivate viewers to participate actively in the learning process, so that skills will be acquired by students, not imposed on them. Grades 5-6

Trade-Offs is designed to help students think their way through economic problems and increase their understanding of economics. Each of the programs uses drama and special visuals to consider a fundamental economic problem relevant to the student's everyday life. Grades 5-6

Tree Talk is a series designed to teach students major concepts pertaining to trees and to motivate students to learn more about trees through activities suggested in the programs and guide. Activities that can be done by the students are emphasized. Grades 4-6

Truly American is a series of lessons comprised of photographic and "word-picture" biographies of famous Americans and some not-so-famous, but nonetheless deserving, important and "Truly American" people. The series uses historical film and photographs tied with narration. Grade 5

Two Cents' Worth uses a variety of formats to help primary students acquire the skills they need to grow into well-informed, effective citizens. Fundamental concepts of the social studies disciplines--history, political science,geography, anthropology and sociology--are related to everyday community life. Grades 2-3

Up Close and Natural was designed to develop awareness and sensitivity to the world around the young child. Students are encouraged to sharpen skills in observation description and classification. Grades 1-4

The Voyage of the Mimi combines the drama of a whale study expedition and documentary programs to develop science and math understanding and skills. Content is embedded in the programs and storyline placing them into application and contextual settings where they are really used. Grades 4-6

Watch Your Language is designed to motivate students to recognize and acquire new vocabulary as it occurs in natural settings. Students will develop and apply reasoning skills aimed at analyzing and using both new and familiar vocabulary. Grades 7-10

We Are One: Nebraska Studies is designed as a conceptually based curriculum which provides experiences in the understanding of time, geographical space and distance, weather and climate. Lessons focus on the processes of observation, collection of data and analysis--all based in a Nebraska setting, along with the emphasis on general concepts and ideas. Grade 4

Unit III of **We Are One: Nebraska Studies** centers on the story of a Scandinavian family who immigrates to Nebraska and establishes a pioneer home in the 1870's. Events in the lives of early homesteaders are seen through the eyes of the family. Grade 4

Unit IV of **We Are One: Los Peregrinos Modernos/Nebraska Studies** centers on modern day immigrants in the form of a Hispanic family that migrates to Nebraska. The struggle of the family to fit into their new surroundings while maintaining their cultural heritage is portrayed. Grade 4

We the People analyzes the system of "checks and balances" by focusing on the history of the three branches of the American federal government. The roles of the political parties and pressure groups are explored as are the functions of state and local government. Junior-Senior High

Weather Matrix is designed to stimulate thoughtful analysis by students of weather phenomena, focusing on the "big four" weather makers: the sun, earth's atmosphere, earth's movement, and the earth's surface. Viewers learn about past and present forms of forecasting and climate analysis. Film clips take students high above the earth to see storm fronts growing into tornadoes and hurricanes, and time-lapse photography, animation, graphics and models illustrate other weather concepts. Junior-Senior High

Well, Well, Well, With Slim Goodbody features Slim Goodbody explaining and promoting healthy life-style choices for primary students. Well, Well, Well is designed to show students how to protect and maintain their health. Grades 1-3

What About emphasizes the process, not the facts, of science. Each lesson targets a specific scientific process and features a student using that process, followed by a scientist using the same process. Junior High

Why In the World provides in-depth analysis of contemporary issues. Each program opens with a filmed news segment followed by a discussion of the days' topic led by experts in the field. The series is designed to probe immediate events for their underlying significance, to encourage young people to look beyond headlines for causes, effects and consequences. Senior High

Word Shop helps second and third graders develop skills in listening, speaking, reading and writing. These skills are developed through illustration of fiction, nonfiction, poetry and drama. Puppets are included as continuing characters in the series. Grades 2-3

Wordsmith is designed to arouse students' curiosity about words. Animated visuals contribute to the feeling of excitement. Standard vocabulary development is emphasized but terms from specialized vocabularies, foreign language and slang are incorporated. Grade 6

World History is a series of Encyclopedia Britannica films shown in chronological order beginning with the Mediterranean world, the Egyptian civilization, the Middle Ages, the Renaissance, French Revolution, Industrial Revolution, and up through the Second World War. **World History** deals with the historically significant events of civilized history. Grade 10

Write Channel features an animated puppet, R.B. Bugg, as a TV news reporter, and Beverly Todd as Red Green, station WORD news director who helps Bugg improve his sentences. Animated segments provide visual reinforcement. Grades 3-4

Write On demonstrates the essential methods of correct and clear writing in a humorous and dramatic style. Because of its single concept approach and fast-paced action, the programs can be enjoyed again and again while the concept is reinforced. Junior-Senior High

Zoo, Zoo, Zoo presents studies of zoo animals for a general elementary audience. Each lesson centers on a theme such as predators, eyes, tails, and enables the viewer to see the animals in close-up for detail. Grades 2-3

FINE ARTS

The Art Corner introduces kindergarteners to possibilities available to them in art. In addition to art, development of psychomotor skills is emphasized in the series. Art work by kindergarteners is shown. Kindergarten

Art Wears Red Sneakers helps third graders increase their manipulative skills while increasing their knowledge of art and art techniques. Grade 3

Chamber Music: The String Quartet is designed to introduce the string quartet to high school musicians and to familiarize students with quartet literature. Features the Pro Arte Quartet. Junior-Senior High

The Composer's Blueprint is two lessons with Vaclav Nelhybel, a composer-conductor, who explains the creative process involved in composition. Appropriate for junior and senior high music students. Senior High

Explore Something is an invitation to third graders to find out more about different art media (including photography, graphic arts, soft sculpture) while exploring the works of other artists. Grade 3

Ian McKellen Acting Shakespeare is the work of one of the master poets of the English language presented by Ian McKellen in this 90-minute presentation on the poet-dramatist of Elizabethan England. Senior High

Images and Things is a series of thirty 20-minute lessons designed to give late elementary and junior high students a clearer understanding of art and its relationship to their own lives. Lessons deal with a variety of themes, such as the land, the sea, joy and sorrow, images and sounds of nature, and many others. Upper Elementary-Junior High

Kaleidoscopic Kapers is a view of the multi-faceted nature of human beings who are thinkers, communicators, imaginative, artistic and creative. Developed for elementary grades. Elementary

Music Images is an introduction to the arts for pre-school and early elementary children using films and follow-up tapes by an early childhood teacher and three delightful puppets, Koko, Buzzy and Mr. Symbol. The program theme is Music...Fun To Be Near. Elementary

Music Is is a series of lessons which introduces junior and senior high students to some basic concepts of music and musical performance. The first lesson provides a general introduction; the following lessons focus on the concept found in their respective titles. Junior-Senior High

Prelude to Performance is one 30-minute film which was made at a Nebraska Music Educators Association Clinic in Scottsbluff. The film includes segments of band, orchestra and vocal music students as they rehearse with clinicians and prepare for the final concert which culminates the clinic activities. The audition process and student reactions to the clinic are also featured. Senior High-Educators

The Sculptors studies four artists who designed sculptures for Nebraska's Interstate 80 Bicentennial Sculptures project. The artists, all from outside Nebraska, are seen in their home environments as well as on location along I-80. Emphasis is on the artists, their philosophies, and their approaches to their work. Senior High

Shakespeare on Stage is a set of four programs that serve as a resource for the teaching of dramatic literature, especially Shakespeare, in the high school classroom. The programs are organized around the production of Othello, but they are organized in such a way that the student need not have read Othello. The tapes aim to help the student achieve an understanding and appreciation for the fact that Shakespeare's plays were created for live performance in the theatre. The strength of the series is its use of actors, directors, scenes, interviews, and narration to communicate with the student a sense of the liveliness and accessibility of Shakespeare. Senior High

You and I and Art helps first graders develop psycho-motor skills further as they increase their understanding of art techniques. Grade 1

FOREIGN LANGUAGE

Carrascoldendas is a mythical town filled with lovable, musical, comical characters. This program is more than fun, it affirms cultural values, particularly for Hispanic youngsters. It creates concepts of identity and esteem and offers a sense of participation. Children are helped to understand that everyone has feelings and everyone is important. Grades K-5

The Guten Tag in Deutschland package includes videocassette tapes and one student text; this series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase.

This curriculum is an introductory course in conversational German. The videocassette lessons provide students with the sounds of the language and the German syntactical arrangements. Vocabulary is arranged not by parts of speech but in dramatic sequence so that it follows the plot of the tapes. Following the vocabulary presentation, students work with the basic dialogue in the textbook exercises, designed for the understanding and integration of basic grammatical concepts. The textbook contains thirty lessons which include reproductions of the grammatical presentations in a primarily question-and-answer format. In addition, there is a section of basic dialogue followed by explanations of the basic grammatical concepts. A vocabulary list of words and structures which appear in the lesson and several exercises which reinforce vocabulary and grammar complete each lesson. Examinations at regular intervals are provided on the tapes; reviews are printed in the text. Senior High

The Hablamos Espanol package includes videocassette tapes, audio cassettes and one student text; this series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase.

This three year language curriculum offers instruction in Spanish through videocassette tapes, audio cassette tapes and a thirty-nine lesson student guide. The video cassette lessons establish scenarios with basic plots

which introduce the sounds and syntax of Spanish as models of conversation. Following the telelesson, the textbook presents, in Spanish and English, a verbatim script of the conversations of each of the scenarios for that lesson. Following the text is a cultural notes section which describes specific cultural events and practices typical of Europe and Latin America, and a vocabulary list of single words and definitions. Specific grammatical form is then introduced through the definition of phrases and idioms, along with explanations which concentrate on the variety of uses of prepositions, participles and other specific parts of speech. Oral exercises which apply the concepts discussed review and conclude each lesson. Examinations are incorporated into the videocassette lessons at regular intervals. Senior High

The **Les Gammas!** package includes videocassette tapes, audio cassettes, and one student text; this series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase.

This curriculum offers three years of instruction in French through 39 thirty-minute telelessons and printed text material. The video presentations are written as a chronicle of three extra-terrestrial beings, human in form but possessing magical powers. They land in France, knowing nothing about French language or people and become French as their adventures bring them into contact with people from all walks of life. Senior High

Madame Merci Et Mou--A three part multi-media learning package whose basic elements are television, workbooks, and their accompanying audio cassettes. The lessons deal with beginning language structures and vocabulary and contain much cultural information. Each lesson is suported by audio, visual and workbook materials.

The Madame Merci Et Mou learning package includes videocassette tapes of thirty lessons which are used at all three levels, audio tapes, which are specific to one level, teacher's audio tape, teacher's manual and one student workbook, which is specific to one level. This series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Use special order form for purchase. Grades K-5

Que Pasa is a series of bilingual (Spanish-English) half-hour television programs attempting to bridge the gap between Cuban and Anglo cultures and to reduce the sense of minority group isolation often experienced by adolescents. The lessons are built around the identity crisis faced by Cuban teenagers who experience parental pressure to maintain traditional cultural values and peer pressure to adjust to the dominant Anglo society.

The series uses a situation-comedy format and is videotaped before a live audience.

The use of English and Spanish is such that viewers who speak only one of the languages can follow the script while students of the languages can learn by seeing that language used in a "real" situation. Senior High

Zarabanda is a lively, suspenseful, contemporary secondary language series designed to teach conversational Spanish to beginning students. Schools lacking the services of a trained Spanish teacher can use the **Zarabanda** materials to introduce beginning students to the Spanish they would encounter as travelers in Spain or Latin America. Because **Zarabanda** is a course in conversational Spanish, conditional and subjunctive tenses are not taught. However, the series can be an excellent supplement to a regular program of Spanish instruction. Use special order form for purchase. Senior High

GUIDANCE

Bread and Butterflies establishes career development goals that are essential to future career choices and to an understanding of the economy. It recognizes that the individual, not the job description, is the real area of concern, and that understanding others and the work they do provides students with a basis for some of their own choices. Grade 6

Footsteps is a series for senior high students which examines everyday situations and problems confronting prospective parents and parents of young children. In each lesson, the viewer is drawn into the dramatic situation and is encouraged to identify with the program theme. Episodes also attempt to illustrate the emotions children experience and to explain seemingly incomprehensible behavior to perplexed parents. Senior High

Moving Right Along is a series for parents of teens and teens with parents. Each program explores problems inherent during the adolescent and mid-life stages of development, and specific areas of conflict between parents and teenagers. This series should generate many questions and feelings for teenagers and adults in helping them to understand and better cope with this often turbulent period in their lives. Grades 10-Adult

Powerhouse is a dramatic series that tells stories centered around an appealing, contemporary group of continuing characters who display realistic emotions and behavior. The series, built around the theme "Do Something" presents specific learning objectives and creates a situation where the viewer must separate fact from fantasy. Grades 4-8

Resisting Pressures to Drink and Drive is for use in Junior-Senior High to help students acquire skills needed to carry out informed choices related to drinking alcohol; drinking alcohol and driving an automobile; and accompanying a drinking driver. Junior-Senior High

Tomorrow's Families begins with the recognition that parenthood "just happens" to some young people. Others plan ahead, but their romantic ideas of family life underestimate the kind of commitment involved in being a parent. Through the continuing stories of a group of young adults, the series helps prepare teenagers for their responsibilities with a realistic look at the physical, emotional, and economic aspects of parenthood.

Y.E.S. Inc. is a drama mini-series created for inner-city youth of junior high and high school age. Y.E.S. Inc.is targeted primarily to Black and Hispanic youngsters who, as teens and adults, will suffer the most severe deprivation in the job market. The primary goals of Y.E.S. Inc. are: to improve the self-image among low-income minority youth, to develop an awareness among the target audience of the connection between pre-vocational training and future career choices, and to help youths identify role models from similar backgrounds who are successful in the world of work. Junior-Senior High

HEALTH/SAFETY

Bus Safety Tapes is a series of three special videotapes dealing with school bus safety. The tapes were produced in 1982 and use three different story lines to emphasize student bus safety practices at three different levels. All three titles have been mastered on a one-hour tape and can be dubbed to your tape for a single $8.00 dubbing fee. All Grades

Raisin' Up is a series of five lessons in nutrition for grades two and three. Grades 2-3

LANGUAGE ARTS

Check It Out is an introduction to the library which will be useful before taking children on a general tour or before students begin a research project. The program is designed to show the services available from a library, to encourage students to use the library for information and recreation and to teach young people how to go about finding answers to their questions in the library. Elementary-Junior High

From The Brothers Grimm will include eight film adaptations of important folktales. Each program will be adopted to a different historical setting and feature authentic interior and exterior locations from the Virginia countryside, while remaining faithful to the original tales collected by the Grimm brothers in Germany in the early 1800's.

The purpose is to stimulate interest and understanding in folk literature and to present the classic folktale to contemporary children and adolescents in an accessible format. Kindergarten-Senior High

One Among Many follows the Nebraska curriculum for literature using a contemporary setting for relating the past to the present. The series contains writing activities and deals with affective learnings in an informal manner. Senior High

Tell Me Some More - Lessons 21-28 and Lessons 32,33 - is a series of lessons in the "pioneer" themes found in literature of Nebraska writers. Included are sample of the work of Laura Ingalls Wilder and Willa Cather, and interviews with Nebraska authors, Carolyn Treffinger and Lois Bradford. Grade 4

Tuned In is designed to provide students with the tools to use television carefully - to become critical television viewers. Those tools are the analytical skills with which to examine and evaluate television and to explore the ways it influences people's lives. Grade 4-Junior High

MATH/COMPUTER EDUCATION

Basic Training for Microcomputers is instruction in fundamental computer language now available to secondary school students in Nebraska through a new lesson series called **Basic Training**. Created to generate interest in computers as well as to inform students, **Basic Training** provides a lively, entertaining and useful first step into the world of computers. Junior-Senior High

Business Computing...Cut Down to Size provides the basic knowledge of computer application to the business world and explains the relationship between computers and various job functions. The materials include either one 120-minute recording or two 60-minute cassettes and a student handbook. This series is sold as a package and is not available on a lesson-by-lesson dubbing basis. Senior High

Educational Computing Profile is a series of nine monthly half-hour lessons updating parents, teachers, administrators, and school officials on development in the microcomputer field and how hardware and software products compare. Junior-Senior High-Professional

PHYSICAL EDUCATION

Adapted Physical Education - Dr. Julian Stein, Director of Programs for the Handicapped, does a participation demonstration to model modification of regular physical education programs to adapt to the needs of all children.

Dr. Stein gives a brief overview of federal regulations which mandate adapted physical education programs.

In a class of 20 students, 10 whom are handicapped and being integrated into the class, Dr. Stein presents 20 minutes of activity including exercise to music, isometrics, basic motor movement, and group activities.

Dr. Stein gives variations used in adapting a program to the needs of the handicapped and includes teacher training suggestions. Elementary

SCIENCE

Limnology is the study of the physical, chemical and biological properties of freshwater lakes. Students who use this short course in the lake studies have a chance to get their hands on science through field trips to nearby lakes and through data collection and analysis as well as through the televised lessons. Senior High

The Science Shed considers the important skills which underlie the sciences. Students have an opportunity to participate during the telelesson by answering questions based upon their observations, inferences and predictions.

The Search for Solutions deals with science through the presentation of concepts and the application of the scientific process to practical problems. The nine 20-minute lessons are suitable for junior and senior high students. Junior-Senior High

Simply Science introduces fourth graders to the skills of science through the use of close-ups and on-location sequences. Grade 4

Slightly Scientific brings students a better-than-front-row view of the varied phenomena and materials present in their world. The series blends basic information and possibilities for student investigation, thus inviting students to be participants in science rather than just spectators. Grade 5

Spaces is a series designed to introduce students to people and careers in science and technology. Each program features successful Asian, Black, Hispanic, or native American scientists, engineers, and students.

The programs give educators a tool with which to encourage children, especially minority children, to pursue careers in science and technology. Grades 4-Junior High

SOCIAL STUDIES

American Enterprise is a series of five half-hour lessons which examines the economic development of this country; the facts and reasons why we grew as we did; how the economic situation in this country came to be and the choices we've made; and the resources which are the factors of production. Senior High

A Model Criminal Trial is an accurate representation of an authentic criminal trial. Many points of law and judicial procedure are explained in the narration of the film.

Your students will become familiar with the basic procedural rules governing proceedings in our courts and will gain a realistic insight into the proceeding of a trial conducted by two highly competent attorneys and will gain practical trial experience by participation in a mock trial.

Together the teacher and student guides provide all materials and information needed for students to conduct a mock trial. Senior High

Equal Justice Undew Law dramatizes four of the famous decisions rendered by Justice John Marshall during his thirty-five years (1801-35) on the Supreme Court. Senior High

George Norris is a special telelesson designed to acquaint students with the life and major legislative achievements of Nebraska's progressive Senator. Featured in the lesson is a simulated interview in which "the Senator" recounts his early life, his values and his key roles in the establishment of the Tennessee Valley Authority, the Norris-LaGuardia Act, the 20th or "lame-duck" amendment to the United States Constitution, the establishment of the Rural Electrification Administration and the establishment of the Unicameral Legislature in Nebraska. Grade 5-Senior High

Nebraska Heritage - A view of the multifaceted history of Nebraska with special emphasis on and activities designed to relate this heritage to the students and to involve them in the discovery and preservation of their heritage. Grade 4-Senior High

Nebraska Studies consists of eight programs. The first two survey Nebraska's history through the media of music and pictures. The last six are concerned with a single theme, "Rails West," the story of the impact of the railroad upon the Great Plains. Junior-Senior High

Odyssey is a series of human adventures which explores many questions of anthropology, such as what do we have in common with people in other societies? Questions such as these are investigated by anthropologists and archaeologists, in their labs and in the field. Junior-Senior High

Pearls is a series of six 30-minute lessons describing Asian Americans and the special concerns they have in American society. Each program explores various aspects of the lives of Asians, including the stereotypes and the realities, through the use of principle subjects who live in America. Senior High

South By Northwest is a series of five lessons depicting significant contributions made by Black people in the early history of the Pacific Northwest. The series is intended to inform young people about the role of early Black cowboys, settlers, miners, etc., and to give Black students a special pride in the contributions made by members of their race. Middle School

Trade-Offs is designed to help students think their way through economic problems and increase their understanding of economics. Each of the programs uses drama and special visuals to consider a fundamental economic problem relevant to the student's everyday life. Grades 5-6

Why In The World provides in-depth analysis of contemporary issues. Each program opens with a filmed news segment followed by a discussion of the days' topic led by experts in the fields being examined. The series is designed to probe immediate events for their underlying significance, to encourage young people to look beyond headlines for causes, effects and consequences. Grades 10-12

TEACHER IN-SERVICE

Body Lice is a series of four discussions of this health problem and what to do about it. Directed to an adult audience, the four interview programs feature comments by a physician.

If a tape is furnished by the school, Body Lice will be taped free of charge.

Dr. Dede's Speech to the Future of Technology in Education Conference at Lincoln, April, 1979.

Dr. Chris Dede of the University of Houston - Clearlake City speaks of the coming economic crisis in education and of meeting it through "long-range planning on short-range issues." Excellent material for in-service days, teacher's meetings or school board orientation.

The Heart of Teaching is a series of five 15-minute tapes on the common affective concerns teachers have identified as most troublesome. The series is not designed to provide specific professional knowledge or skills but to help teachers confront and reflect on their own feelings.

The Heart of Teaching is available only on a loan basis. To reserve the use of the tapes write to: Nebraska Department of Education/Instructional Television Services, P. O. Box 94987, Lincoln, Nebraska 68509. Include the name of a contact person, the dates the tapes are needed, and whether 3/4" or 1/2" tapes are desired. Individual lessons, as well as the entire series, are available on a loan basis. Available on Loan Only

Help Me To Be is a program designed to aid teachers in making the behavior change from school keeper to humanistic teacher. The programs are organized according to degree of difficulty from the less difficult organizational changes through curricular changes and on to the most difficult behavioral changes.

VOCATIONAL EDUCATION

Vocational Education Clusters contain a number of single concept lessons of three to ten minute duration covering various areas of vocational education. Junior-Senior High

1. Basic Drafting - 43 lessons
2. Woodworking - 46 lessons
3. Machine Operations - 136 lessons
4. Auto Mechanics - 200 lessons
5. Electronics - 100 lessons
6. Home Economics - 47 lessons

Unit or Supplemental

As a principal it is necessary for you to be familiar with the ITV programs being used by your teachers.

Many of the series are of the "pick and choose" nature. In this type of series the teacher can, after comparing the teachers' guide to the established course material, choose to use any or all of the programs in the series. The individual lessons stand on their own and can be used as such.

In a series such as the history program American Scrapbook, a teacher in eastern Nebraska could easily use program 15, The Steam Engine Comes to the Farm, without having previously used program 14, Rodeo. A teacher in another area of the state may want to do just the opposite. This could be done while maintaining the educational value of the lessons. Both are fine programs but are used here as an example.

Other series are sequential in nature, that is, the programs build on one another. The literature program Reverse the Curse or the Basic Earth Science programs are examples of sequential series. The lessons in a sequential series depend to some extent on material presented in previous lessons making it difficult to "parachute" into the middle of a series without missing some of the information necessary for maximum educational effect.

Sequential series should be used in entirety if the maximum education potential is to be achieved.

Thus the planning for and integration into lesson plans varies from series to series. By reading through the teachers' guide you and your teachers can find out whether a series is supplemental, that is one from which individual lessons can be used, or a unit, a series around which a block of classroom study can be planned.

Teacher Planning

Planning and coordinating are the key words when using ITV programming in the classroom. Since many teachers begin instructional planning with the selection of resources, ITV programming and print materials must first be reviewed to determine their usefulness to instruction and their availability. A method used in some schools is to have the media personnel check over the teachers lesson plans to see if there is some material available that matches the objectives of the teacher. Since the media specialists are generally most aware of the ITV offerings they can often make suggestions of programs that the classroom teacher is not aware of. In the interest of time this does not have to be a weekly process but is useful periodically.

After those decisions have been made, the teacher can establish the learning objectives and develop a lesson plan which integrates the learning need, objectives and resources. The ITV teacher's guide provides assistance with that integration by outlining appropriate readiness activities, objectives to be met by telelesson, teaching procedures, additional resources, and evaluation techniques.

Ideally, the teacher introduces each telelesson by giving students an idea of what they should gain by viewing, preparing them in advance for any special concepts or vocabulary in the lesson. A few questions or points to look for help to stimulate student interest, and lead into the lesson itself.

As the teacher views with students, he or she picks up good points for discussion; if the lesson is on tape, it can even be interrupted for underscoring a point or answering a question.

Televised lessons should be part of the classroom instruction and have the greatest effect if they are tied into subsequent classroom teaching. Immediate follow-up with thought-provoking questions and discussion can be the most important part of post-telelesson activity. Further application of concepts then evolves through extended discussion, writing, or group projects--to list only a few possibilities.

By using reinforcement, suggested follow-up activities and evaluation procedures, the teacher insures that the ITV lesson becomes an integral and productive part of the total classroom learning process.

You're using ITV right if:
Television is available in the classroom for viewing telelessons.

Attitude Is Important

The manner in which your teachers approach the use of telelessons is extremely important to the success of the lessons in providing quality education. The attitude with which the teacher uses the lessons will be mirrored in the students.

The proper use of a telelesson requires a good deal of planning and work in previewing, familiarizing oneself with the guide, matching objectives, selecting appropriate activities, gathering materials, evaluating student readiness, and creating a readiness set. This all happens before the TV is turned on and, though it may sound like a lot of work, is basically the same degree and amount of planning that a good teacher puts into any lesson.

Many series, particularly in literature, use a sequential format to arrive at the solution to a problem. For maximum educational benefit the sequence should be followed. In other series such as science or mathematics programs the teacher may want to "target" three to five lessons a year as the basis for in-depth units. By saving the lessons the teacher will, over the course of a few years, have a good number of quality units to present. In the meantime, the careful use of the teachers' guide will ensure the quality of the other lessons presented. This approach will conserve time and ensure quality in the lessons which your teachers present.

If a teacher does this planning and is obviously prepared to use a telelesson the student will get the idea that serious education is taking place.

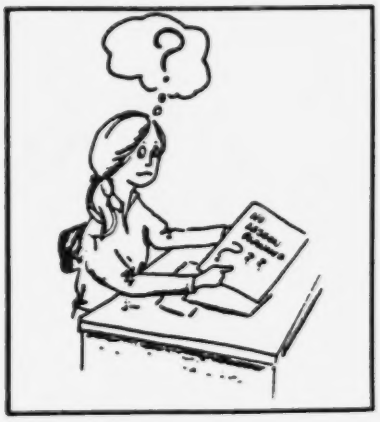
The teacher builds on this idea during the lesson by viewing with the students, stopping for explanation or example if necessary and reinforcing the lesson learned at the conclusion.

Post-lesson activities that are equally well planned reinforce the idea that the lesson learned is worth remembering.

The converse of the above is also true. As soon as the teacher lets on that a telelesson is not as important as some other part of the lesson the students, a very perceptive lot, pick it up.

Telelessons, like all other facets of education, are subject to misuse in a variety of ways, most of which students will catch onto in a hurry.

You're using ITV wrong if:
You use TV when nothing else has been planned.



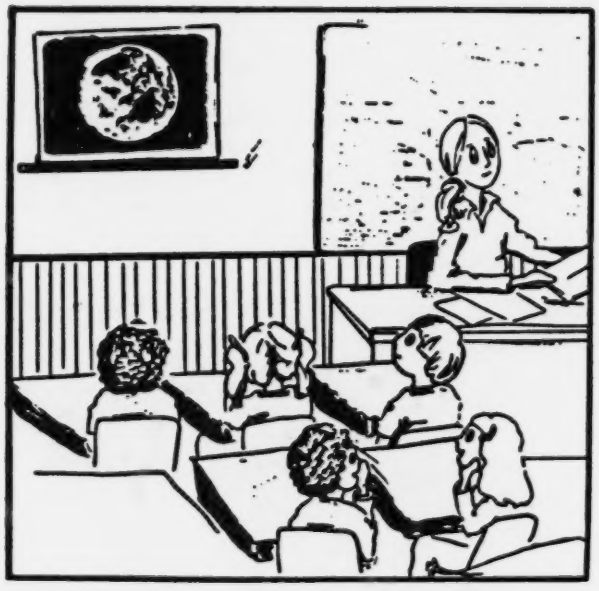
A teacher who does not have a program guide will have a far more difficult time planning for the lesson. The teacher may not fit the objectives of the lesson in the proper place or the pre- and post-teaching and activities may not be appropriate. Worse yet, the teacher may be surprised to find that the lesson covers something that he/she is totally unprepared for. While the student is wondering what is going on or snickering the educational value is lessened.

A teacher may use a program flippantly such as "let's see if we can find anything worthwhile on the tube." If the teacher doesn't know that something worthwhile will be on then the set should remain off.

TV is sometimes used as a reward--"If we work quietly until 10:00 then we will watch Once Upon A Time." If the show is such that the class, as a punishment, could do without it then maybe it shouldn't be watched anytime. We don't punish students by not letting them read or practice math.

Television is often used as a filler. A program that does not really fit put on with little planning or follow-up not only wastes time but alienates students. Will they look upon the next lesson, which may well be considered extremely important as "just another filler?"

The greatest misuse of telelessons and the one most frequently drawing criticism, is that TV is a babysitter. Using ITV as a babysitter is a most inappropriate use of the resource that will result in unproductive learning and will destroy the attitude of the learner toward ITV as a learning resource. Teachers must not use ITV or any other learning medium as a babysitter.



You're using ITV wrong if:
You check papers while TV babysits students.

The question that we would have of any teacher who turns on the set and goes to the desk to check papers or leaves for a cup of coffee is, how are the students supposed to take the lesson seriously when the teacher seemingly doesn't. Even though the teacher may have seen the lesson a dozen times before the students will still see the lesson as unimportant in the teacher's eyes. Since the students have not seen the program before, the teacher must show renewed enthusiasm for each lesson.

The teacher who ignores the students and the lesson is not only in danger or losing discipline in the classroom but is sending out a message, loud and clear, that the lesson is "not worth my while." The teacher is also saying that there are two standards--"one for me and one for the rest of you"--kind of a do as I say and not as I do situation. Anyone associated with the classroom knows that double standards turn students off quickly.

Please make your teachers aware that the attitude with which they use ITV programming will affect its' usefulness to them.

We admit that there are many ways to misuse ITV but we have no control over that. We think that we offer a quality product that can be of real use if properly applied. It is up to you and your teachers to see that it is properly applied.

Our suggestion, since we are promoting education and not just television, is--IF A TEACHER IS NOT GOING TO USE ITV PROGRAMMING PROPERLY, IT SHOULD NOT BE USED AT ALL.

Your attitude, as a principal, goes a long way toward determining the success or failure of ITV utilization in your school. A principal who does not see instructional value in the use of ITV puts the classroom teachers in the position of having to constantly justify the value of ITV use.

Excessive accountability demands on the ITV users tends to discourage its use. Thus non-use can be rewarding in that a teacher does not have to take planning time to deal with effectiveness studies and may use the time for other approaches to instruction.

You can help your teachers to understand that acceptance of TV's educational potential does not mean approval of all TV programming. It is simply the acceptance that TV can aid the teacher in doing his/her job more effectively.

Obstacles to ITV use in a school are sometime subtle and sometimes obvious but as the principal you can contribute to their elimination. You hold the key to encourage not only proper use of ITV but to encourage or discourage use of instructional television programming at all in your school.

You're using ITV wrong if:
You don't pre-plan through the teacher's guide.

Print Materials

ITV Services is able to make available to your teachers print material to enrich the use of telelessons in your classes. These materials are sold at cost and many are free of charge. On items that require payment we must ask for pre-payment instead of purchase orders.

Support materials consist mainly of teacher's guides. Guides contain a synopsis of the telelessons which can be used for planning when a preview is not possible. Guides also contain background subject information as well as pre- and post-lesson activities and enrichment activities.

Some series have resource kits which contain many supplemental activities. Three series, THINKABOUT, MATHWISE and VOYAGE OF THE MIMI have computer resource materials to accompany them.

We at ITV Services believe that the use of the teachers' guide is essential if the maximum educational potential is to be derived from ITV programming. IF YOUR TEACHERS ARE USING PROGRAMMING WITHOUT ACCESS TO THE TEACHERS' GUIDES YOU SHOULD SERIOUSLY QUESTION THE VALIDITY OF THE USAGE and the amount of planning which the teacher puts into the use of instructional television.

If guides are available for all of the programs offered we suggest a central location where all teachers have access to them. Many schools maintain a complete set of teachers' guides in the library. The advantages of this system are that all teachers have access to the guides, the media director can coordinate the dissemination of guide materials to appropriate areas, and ITV materials are equated with all other forms of media in the library thus legitimitizing their use. In addition, teachers who use a great deal of ITV programming maintain their own guide copies in the classroom.

We discourage the idea of the principal simply distributing the guide materials where he thinks appropriate as this lessens access to the materials and lessens the possibility of interdisciplinary usage of programs. For example, a social studies teacher may not know about a program in literature that may fit into a particular history time-period study if the literature programs are made available only to the English teachers. By maintaining guides in the library all teachers have access to all programming and the media specialist may make suggestions for and coordinate their usage.

Many ITV series also have promotional materials that give capsule summaries of the series and make attractive motivational or informational bulletin board materials.

ITV Services provides several other publications with which you and your teachers should be familiar.

A school year begins with planning the previous spring. The ITV Spring Planning Guide which reaches your school in mid-April contains a tentative schedule of telelessons for the following year, a grade by grade summary of programs, and order forms for teacher's guides.

Each building principal and each media specialist receives duplicate copies of the Spring Guide. The pages are perforated so that they may be removed and routed to the appropriate teachers.

During the summer the teachers of your school receive the ITV Schedule Book. Two books are printed, a K-9 book and a 7-12 schedule. The Schedule Book contains program summary's, individual lesson titles, dates and times of play, appropriate subject and grade level, rights information and guide information.

Your school should also have copies of the Instructional Resource Library catalogue (IRL). IRL contains programs that are no longer on the air or that may not have a broad enough appeal to be aired but still can be useful to certain districts. ITV maintains rights for IRL programs which are available for dubbing, on your schools tape, for $8.00 per lesson. The programs are then the property of your school for as long as ITV maintains the rights, in many cases in perpetuity. IRL is not an annual publication but periodic addendums are published.

The very best of TV represents a powerful art form. The very best of TV can humanize us. That alone should justify a TV curriculum in the schools. As teachers begin to integrate what can be taught from TV into the curriculum, they will discover how it enhances and extends much of what they are already trying to do. I hasten to add, however, that teaching from TV is no more the panacea that some teachers take it to be than it is the frill that others take it to be. I would hope that one day we would encourage book reading as an approach to understanding TV, just as we more often these days use TV viewing as a way of getting kids into books. When TV can be used a means to enrich, expand, inform, and enhance the human mind and spirit, the quality of all our lives will benefit.

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

ITV INSIGHTS appears in your school each month during the school year. INSIGHTS is our monthly newsletter that goes to all of the teachers of the state. INSIGHTS contains a monthly schedule for ITV programming both on the NETV Network and KYNE in Omaha. INSIGHTS also contains articles on programs, promotions, meetings and other information that teachers need to know.

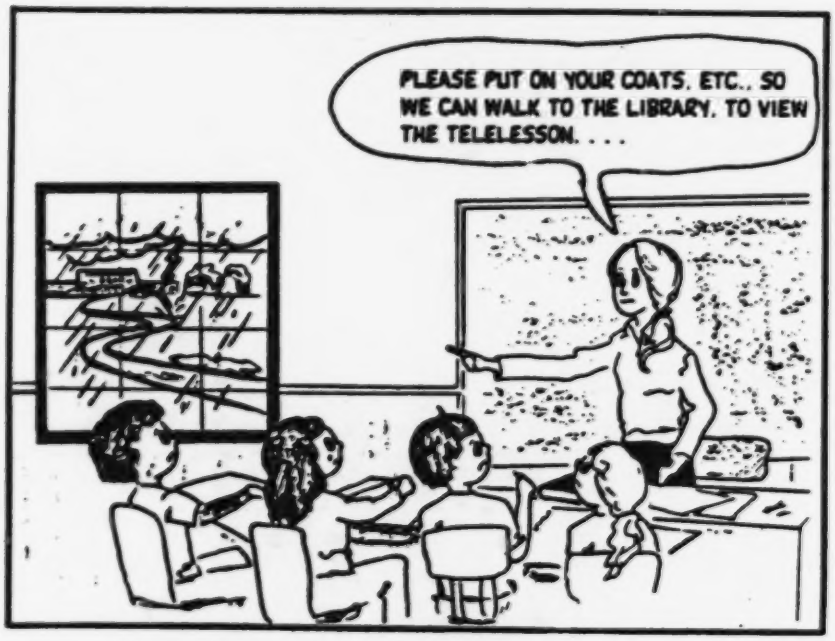
ITV Services is now a member of the EDNEB electronic communications network. This means that ITV is capable of instant communication with any other member of the network. EDNEB is used to provide schedules, last minute announcements and special offers to the users of ITV programming. Individual letters and bulk memos can be sent over EDNEB to any or all members of the network. A future use of EDNEB may be to transmit guides and other instructional materials electronically to any school which has a computer, telephone modem and printer.

In addition to regularly scheduled deliveries ITV also sends out informational mailings whenever warranted in our efforts to keep teachers informed and help provide quality education.

Stay In The Classroom

NDE-ITV Services stands for television as an integral part of quality education. We believe that your teachers will find that many of our telelessons can assist them in providing quality education.

For the telelessons to become part of a class lesson it becomes necessary for them to fit in as unobtrusively as possible. The physical make-up of your classrooms plays an important role.



You're using ITV wrong if:
Teacher and students must leave the classroom to view the telelessons.

The teacher must be able to turn to the telelesson with as little distraction as possible. Since the teacher will have pre-planned and pre-taught to lead to the telelesson it is necessary that the lesson proceed smoothly so as not to lose the pre-teaching and motivation.

If the teacher has the television and VCR in the classroom and in a position to use it the task becomes much easier.

A teacher who uses ITV programming regularly will want to arrange a classroom in such a way that a space exists where a TV and VCR can be readily seen by all students with a minimum of movement by the teacher or the students.

The teacher must take into consideration any students who may have sight or hearing difficulties so that they may be placed in such a manner that they may see or hear the lesson without being singled out.

It is also important to have the screen set in such a location that room darkening, another distraction, is not needed.

You're using ITV right if:
You view and participate with students while telelesson is on.

An alternative to the front-of-the-classroom television, that often works well in primary grades, is a special viewing corner in the classroom where the students can comfortably view a program and take part in the activities such as the hand plays and chanting exercises of Strawberry Square. The movement to the area can itself be a learning experience such as "all children with stripes on their shirts" or "all children with curly hair move to the TV area."

The practice that ITV hopes your teachers can avoid is that of moving students, within a classroom but in particular outside the classroom, to view a telelesson.

This practice not only wastes time but detracts from the lesson by diminishing the pre- and post-teaching time and by making the walk over, and not the educational value of the lesson, the thing that the students remember.

Many schools use a centralized system whereby several classes meet in an assigned area and the media specialist pipes the program in. This not only causes distraction through movement and addition of extra students but removes the teacher as a controller of the lesson. The telelesson runs from beginning to end without the teacher being able to choose the most appropriate parts or sequence or being able to stop the lesson for a needed explanation, example or reinforcement.

ITV Services realizes that very few schools are able to provide a VCR and television for each classroom. We recommend the use of videotape to copy lessons and a reservation book for the hardware.

A teacher who is properly using telelessons has pre-planned and pre-taught and knows in advance which lessons will be needed and when.

Through this system a teacher can arrange to have a lesson on tape and the VCR and TV in an appropriate area of the classroom at the proper time to use the telelesson for maximum educational advantage.

Multiple Uses of Equipment

The initial investment in hardware necessary for intensive use of ITV programming in your school is substantial but can be alleviated by the wise use of this equipment in other ways.

The obvious use that comes to mind, and has been implemented by schools for some time, is to tape the ball games for review and scouting purposes. This is fine and a boon to the coaching staff but, unfortunately, in many schools the use goes no further.

By adding a camera to your videotape equipment you can open many other avenues for your teachers and students to explore.

The simplest and most-utilized form of use is the camera as a mirror in which the students can see themselves.

Your coaches probably do this already. A videotape of a golf swing, jump shot or a volleyball serve makes the process of observing fundamentals and correcting errors much easier.

The same principle applies in speech, drama, home economics demonstrations or any of a number of areas. The students can see themselves as others see them and make changes or corrections of nuances that they would've been otherwise unaware of.

Teachers may also make use of this mirror. In teachers college we all "taught" before a camera to "see" ourselves in action so why not continue to do so. Many teachers who view tapes of themselves find that they are forgetting some basic fundamentals such as eye contact with students or they turn their backs on the students when using a chalkboard. Many teachers fall into habits such as primping hair, pulling on a moustache (males only) or adding "you know's" or "a.....'s" which they do not even notice but which drive listeners to distraction. A videotape, in general, gives a teacher the opportunity to periodically check delivery for clarity, pointedness, and brevity.

There are many other examples of the way this equipment is used in the schools of our state.

Videotape can be the beginning of an archival collection. Commencement addresses or valedictory speeches may be saved as well as outstanding presentations or performances by students in classes or extracurriculars. If chorus gets a one rating at music contest you may want to preserve a performance on tape.

Some schools use videotape in preserving local history. How often is it said, and not acted on, that we should visit with the "old-timers" about history because they lived it and, when they are gone, it is gone. Many schools let students use the equipment to interview the "history-makers." The students gain a valuable interview experience, learn that the generation gap is not so wide, and perform a valuable community service.

A lot of schools work with the local cable company to produce a school news show. The students take part in making the community aware of what is happening at the school. Educators are searching for a way to bring the school to the community and promote community involvement and a school news program is another way to go about it.

Some schools use a camera as an overhead projector. A camera mounted on a microscope can let the whole class view slides. A tape made of a group of slides with the teachers voice dubbed in can be valuable for individualized instruction.

Students, who watch TV, listen to the radio, and read countless magazines of all types, are very susceptible to pressure of the media. An innovative way to demonstrate that one must carefully judge what is seen and heard would be to appoint two teams of students to make tapes showing two opposite sides of a question such as service at a local establishment, cafeteria or the like. The students will see the potential power of the media to show whatever the person behind the camera, microphone, or typewriter wants to show.

Another innovative idea is to replace pen pals with tape pals. A class can join with a cooperating class from another school or even another part of the country and exchange video letters. A lot of cooperation would be necessary but over a span of time the potential for education and motivation would be tremendous.

Actually the uses of the videotape equipment are bounded only by imagination and willingness to work. The above contains only a few examples. For help in establishing these or other uses for your videotape equipment contact ITV Services (402) 471-2057 or Larry Bauer, ITV Utilization Consultant, (308) 237-5927.

Technical Assistance

If you are experiencing difficulty with your television hardware or if you are considering adding a new system or modifying and old one, technical assistance is available to you free of charge.

Larry Bauer, ITV Utilization Consultant and Ken Slagel, TV Technical Advisor for the Nebraska ETV Network are available for information and help.

These consultants can help you plan a new system or troubleshoot problems in an old or modified system. They can also check planned systems to make sure that they will accomplish the desired results.

Though the consultants cannot actually install a system for you they can provide information that may allow you to do much more work by yourself.

If you do experience problems or wish to expand call Larry Bauer, (308) 237-5927, Ken Slagel (402) 472-3611 or call ITV Services (402) 471-2057.

Build Your Tape Library

Adminstrators of many schools point with justifiable pride to the school library as a showcase and focal point of academic pursuits in the school.

The library with its reference sections, reading rooms, collections of documents, artifacts, films and records is a key to the educational process in any school.

Have you ever considered, however, the state of your schools videotape library.

The advantages of videotape are obvious. With instructional television programs on videotape the television becomes the servant of the teacher. Lessons can be used in the usual flow of the class when they are appropriate instead of fitting the class lesson plans to a time and date when a program will be aired. The teacher can review the lessons ahead of time to make sure the goals of the telelesson fit in with the goals of the class. A television can be used normally in the classroom without the need for room darkening or, worse yet, movement of a body of students from a classroom to a filmroom. The teacher can also control the telelesson by using any or all parts in the order in which they are most useful.

Videotaped telelessons can also be used by the individual student who may have missed the lesson or might need advanced or remedial lessons in a subject.

Since there are more advantages to tape use than listed above, the logical question would seem to be why don't more schools establish tape libraries. The answer usually given is cost but is cost a viable answer?

The biggest cost involved in videotaping is the hardware--receivers, televisions, video cassette recorders, etc. Aside from up-grading of systems the hardware is an initial one-time cost and surveys indicate that almost all Nebraska schools already possess the hardware necessary for off-air recording and playback.

The other cost is in tapes and staff time spent copying programs.

A 1/2" VHS tape can be purchased for under $10 and for considerably less if you buy through a co-op plan. For information on co-op purchasing contact your Education Service Unit or ITV Utilization Consultant, Larry Bauer (308) 237-5927. This tape, played on slow speed can record six hours of programming. Thus one tape can be used to dub two complete series of twelve 15-minute lessons each. Your science teacher could get the entire series of Dimensions in Science: Physics on the same tape for under $10. One science textbook will probably cost $10 or more; and a tape has a longer life expectancy than a book because of the nature of its use and because it is used by the teacher and not the students.

It is true that, unless you have a VCR with a timer, a staff member must be on hand to turn the recorder on and off but if the tape is saved this is another one-time expense. If you take advantage of ITV Bulk Feeds a staff member can turn on a tape and, three hours later, remove the tape with an entire series on it.

Consider the alternative if your school saves money by purchasing just enough tape to get by. A series is taped first semester, then erased so another series can be taped second semester (this is often done week by week). The tapes are erased again for use the following year.

This cycle does not have to be repeated many times before you have more invested in staff time than you would've spent on the larger quantity of tape. The other problem with this approach is that the teacher is again a prisoner of the schedule book and, instead of having the telelessons on hand, must wait for them to be broadcast and recorded over again. There is also the chance that, due to technical difficulties, weather, or human error a program that was previously held and erased will be missed.

There is yet another benefit to your teachers and students if schools begin saving programs -- ITV Services can offer you more.

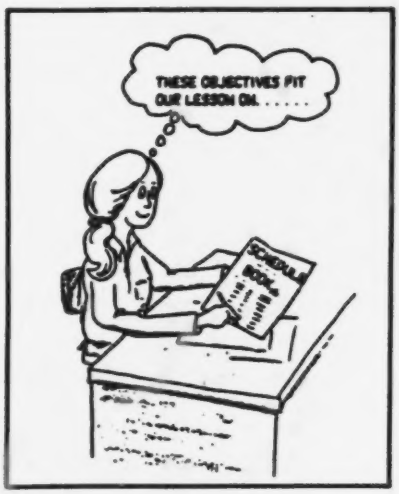
For many years ITV has been selecting a variety of programs for each year and running each one two, three or more times to accommodate all of the viewers who wish to use them. The extra runs take up a good deal of our limited air time.

If schools tape programs then ITV can run each series fewer times but can run more different programs which provides your teachers with a greater variety of resources.

In line with this thought the philosophy of ITV will be moving towards a single play and bulk feed format with more programming offered. During the 1984-85 season, for example, eighteen new series will be offered while only three series will be dropped.

ITV Services wishes to suggest the following: Schools should make an investment in tape so that each teacher would be able to record and save two series each year. These tapes should be saved until: 1) the rights run out; 2) the teacher makes a written request that the tapes be erased; or 3) the teacher leaves the system and the replacement makes a written request that the tapes be erased.

By beginning a videotape library for your school, you will find that you have a valuable educational resource at a minimum investment.



You're using ITV right if:
You use the teacher's guide for planning.

What's The Difference

Questions have been raised concerning scheduling and contact persons for programming on the NETV Network.

Instructional Television Services has contracted for time slots from 8:00 - 8:30, 9:00 - 11:30, and 1:01 - 3:30 on Mondays, Tuesdays, and Wednesdays and from 9:00 - 11:30 and 1:01 - 3:30 on Thursdays and Fridays during the school year. KYNE in Omaha also fills the 12:45 - 1:01 time slot with ITV programming. If you have questions or comments concerning programming during these times please contact NDE-ITV Services (402) 471-2057. Ask for Bob Chapman or Jim Lukesh.

The time period from 8:30 - 9:00 and 12:30 - 1:00 on Mondays, Tuesdays, and Wednesdays and from 8:00 - 9:00 and 12:30 - 1:00 on Thursdays and Fridays is filled by NETCHE, a consortium of state colleges and universities, private colleges and community colleges. NETCHE programs are primarily aimed at higher education but many are applicable at lower levels. For information concerning NETCHE programs and scheduling contact Dr. James Danielson or Beulah Ullstrom at (402) 472-3611, ext. 261.

Saturday morning and Sunday morning time slots are filled by the University of Nebraska Division of Academic Telecommunications. Programs are designed for enrighment or college credit if the viewer wishes to register. An example of a course is Academy of Computers, a 12-week credit course in the use of computers by teachers. For information concerning Division of Academic Telecommunications courses contact James Titterington, Interim Director, at (402) 472-3587.

Other programming in early morning and late afternoon through evening is supplied by the Public Broadcasting System, or NETV. For information on scheduling or programs contact John White, Program Director at (402) 472-3611.

Input

Your input is always welcome at ITV Services. Our reason for existence is to provide a service for use in Nebraska schools and who should know the needs of the schools better than those working in the schools.

Throughout the year ITV Services makes many efforts to gain feedback from administrators, teachers and patrons throughout the state.

Each fall a series of Sat-Screen meetings is held around the state. At these meetings people are invited to preview and comment on potential new programs. Programs that receive favorable ratings become candidates for adoption by ITV. Try to arrange some time for your classroom teachers to attend a Sat-Screen meeting. Input from the people who will be using the telelessons is essential.

Toward the end of the first semester ITV conducts a user survey. At this time survey sheets are supplied to schools for all users of ITV programming to supply information on what programs are used and perceived quality of the programs.

User survey results are tabulated and form an important portion of the criteria used to decide which programs will be retained or dropped from the following years schedule.

During the Spring of each year a series of Liaison Meetings are conducted at strategically located points around the state. Besides the formalized agenda time is set aside for questions, comments and suggestions about ITV programming and services. Liaison Meetings are designed to gain input from administrators as well as teachers so plan to attend if possible.

ITV Services also has an advisory committee with two members from each school board district of the state. Become acquainted with your representatives so that they may make your views known at the meeting.

Don Fowler
Columbus Public Schools
2508 27th Street
Columbus, Nebraska 68601

Marjorie Edwards
Willard Elementary School
510 Blackburn Avenue
York, Nebraska 68467

Merle Duffy
Ainsworth Elementary School
252 North Elm
Ainsworth, Nebraska 69210

Sharon Blackwell
McCook Public Schools
700 West 7th Street
McCook, Nebraska 69001

Kenneth Mumm
Kearney Junior High School
915 West 35th Street
Kearney, Nebraska 68847

Mary Anderson
Westside Community Schools
8701 Pacific
Omaha, Nebraska 68114

Dr. Fred Anderson
West Maple Instructional
Materials Center
88th & Maple Streets
Omaha, Nebraska 68134

Dr. E. James Travis
Lincoln Public Schools
720 South 22nd Street
Lincoln, Nebraska 68510

Pat Burns
Waverly High School
14621 Heywood Street
Box 426
Waverly, Nebraska 68462

Doug Jensen
Madison, Nebraska 68748

Dr. Thomas Nenneman
Millard Public Schools
1010 So. 144th Street
Millard, Nebraska 68154

Ellen Whitaker
Blair Central Elementary
16th and Colfax
Blair, Nebraska 68008

Jan Johansen
So. Sioux City Public Schools
3301 G Street
So. Sioux City, Nebraska 68776

Larry Dlugosh
Springfield-Platteview School
District 46
South 3rd Street
Springfield, Nebraska 68509

Henry Schuttler
Bellevue Public Schools
2009 Franklin Street
Bellevue, Nebraska 68005

Each year the ETV Commission designates one or more of their meetings for discussion of ITV service. At this meeting your comments are, again, most welcome.

ITV attempts to gain feedback from viewers through specific issue surveys via return postcards that accompany mailings and schools can also communicate with ITV via the EDNEB Network.

If all of the above means do not satisfy the need to air your point of view, please feel free to write directly to us or call at any time. Individual inquiries, so far as possible, are given prompt consideration.

The lives of our children will either be improved or distorted by the ways they use TV—or the ways TV uses them. What seems most crucial to me is that educators give sane and balanced attention to TV as part of the school curriculum. To do less would allow the question of what role TV will play in the lives of children to be answered by default.

TELEVISION AND CHILDREN,
David A. England,
Phi Delta Kappa Educational Foundation,
Bloomington, Indiana, 1984.

Evaluation Checklist

I. Preparation for the Lesson.

Does the teacher develop a purpose within the students for viewing the program or telecast?

Is the teacher thoroughly familiar with the teacher's guide for this specific lesson?

Is the teacher aware of new or difficult words, are they presented in a meaningful setting before the program is viewed?

Does the teacher set purposes for the telecast that are clear to the students?

Does the room environment stimulate blending the television resources with other resources used in teaching?

Does the teacher select and review objectives of the telelesson by:

-examining content?
-defining goals?
-matching goals of the telelesson to class goals?

Does the instructor teach to the objectives by:

-selecting activities which are relative to objectives?
-identifying strategies compatible with individual teaching style?

Does the teacher plan activities which will actively involve students?

Does the teacher pre-plan to determine availability of materials?

Does the teacher determine opportunities to adjust teaching as needed?

Does the teacher assess opportunities to apply principles of learning?

II. The Telecast.

Does the teacher have the pupils view all the programs in a series or does he/she select to meet specific needs of the group?

Does the teacher gear the length, difficulty, and presentation of the lesson and follow-up to the ability of the group?

Does the teacher use different telecasts for different groups in this classroom?

Does the teacher help students learn to be attentive viewers and careful listeners?

Does the teacher help those with viewing or hearing problems rather than penalizing them for having the problems?

Does the teacher involve students in active participation prior to, during, and after telelessons?

III. Interpretation and Program Utilization.

Is it necessary for the pupils to think about the telecast in order to answer questions the teacher may ask?

Do the students decide how to use some of the ideas gained from the telelesson?

Does the teacher make use of exercises that are related to the telecast?

Does the teacher use the teachers guide for suggestions?

Does the teacher note individual difficulties?

Are the directions adequate when the teacher assigns independent pre-telecast or post-telecast work?

Does the teacher help with the transfer of information to other subjects?

Does the teacher adjust teaching by choosing additional activities and media sources as needed?

Does the teacher use telelessons which deal with predetermined objectives?

Does the teacher use activities with a specific purpose?

Does the teacher integrate activities and presentations with individual teaching style?

IV. Extension.

Does the teacher use other media to support the telelessons and suggested activities?

Does the teacher vary the activities that grow from the lesson rather than doing the same thing each time?

Does the teacher encourage individual viewing especially for gifted students or for students needing "review" help?

Does the teacher periodically evaluate television utilization by considering:

-approaches and methods?
-materials used in reference to the particular group?
-individual pupils and their progress?
-carefulness of planning, both short and long term?

Does the teacher apply principles of learning by:

-using variables of motivation to maintain student focus?
-using variables of retention techniques to assure learning?
-using closure?

A Model for Using Instructional Television

Major Concept:

Learning can be made more probable and predictable through integral use of ITV resources to plan and implement an instructional program which makes use of certain instructional skills.

I. Define broad goals based upon district expectations and teacher judgment.

II. Examine ITV schedules and teacher guides to identify telelessons and/or series of telelessons which are related to goals.

III. Determine availability in relation to necessary sequence.

IV. Use teacher guides to assist in planning an instructional program related to identified objectives.

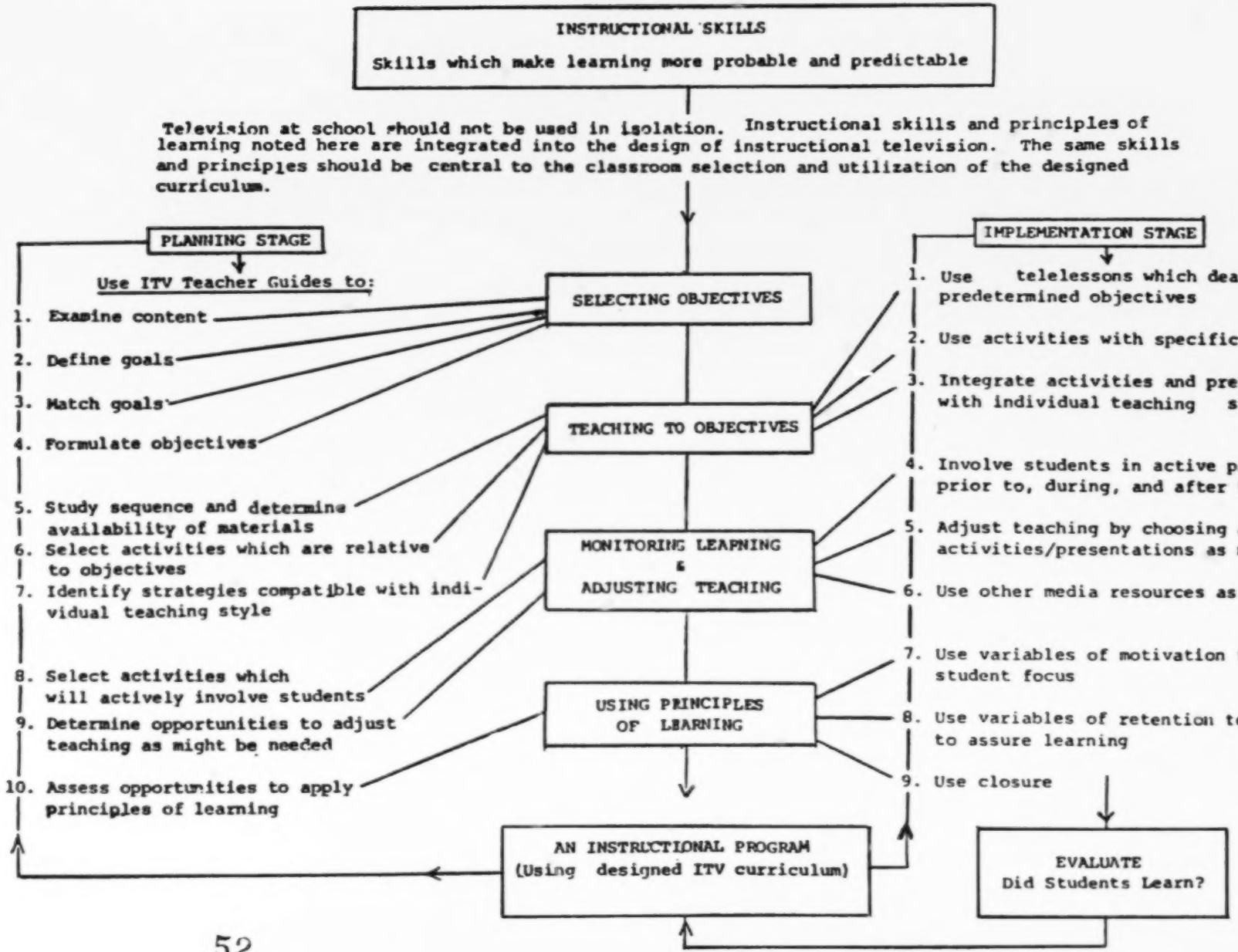
V. Use teacher guides to assist in identifying activities which will enable learners to meet objectives through active participation.

VI. Implement plan of instruction

- *Use telelessons with specific purpose
- *Integrate with individual teaching style
- *Teach to objectives
- *Monitor learning through observation of student responses
- *Adjust teaching as needed
- *Make use of principles of learning

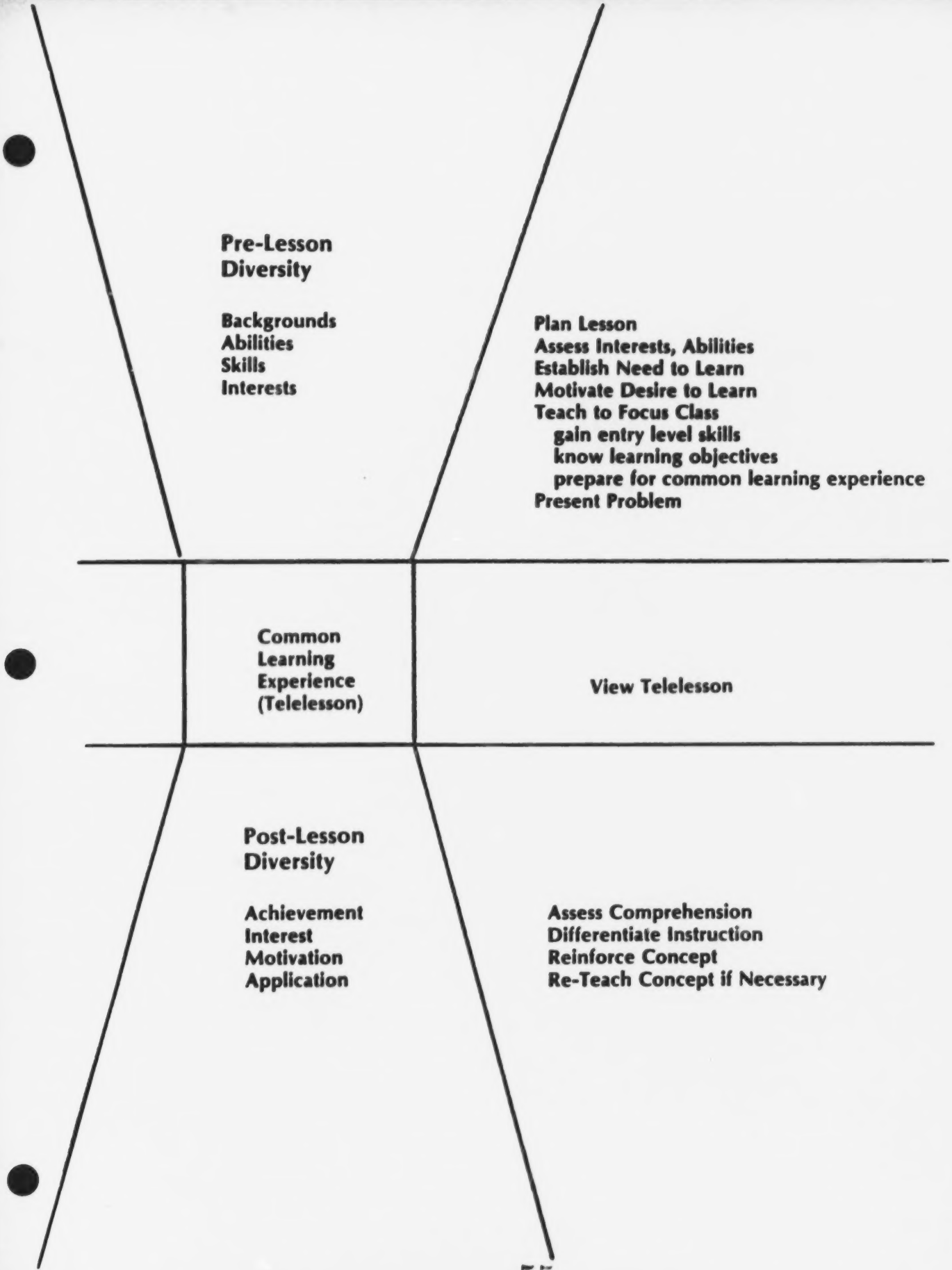
VII. Evaluate.

VIII. Reinforce and Reteach if necessary.


INSTRUCTIONAL SKILLS
Skills which make learning more probable and predictable
Television at school should not be used in isolation. Instructional skills and principles of learning noted here are integrated into the design of instructional television. The same skills and principles should be central to the classroom selection and utilization of the designed curriculum.
PLANNING STAGE
Use ITV Teacher Guides to:
1. Examine content
2. Define goals
3. Match goals
4. Formulate objectives
5. Study sequence and determine availability of materials
6. Select activities which are relative to objectives
7. Identify strategies compatible with individual teaching style
8. Select activities which will actively involve students
9. Determine opportunities to adjust teaching as might be needed
10. Assess opportunities to apply principles of learning
SELECTING OBJECTIVES
TEACHING TO OBJECTIVES
MONITORING LEARNING & ADJUSTING TEACHING
USING PRINCIPLES OF LEARNING
AN INSTRUCTIONAL PROGRAM (Using designed ITV curriculum)
IMPLEMENTATION STAGE
1. Use telelessons which deal with predetermined objectives
2. Use activities with specific purpose
3. Integrate activities and presentations with individual teaching style
4. Involve students in active participatio prior to, during, and after telelessons
5. Adjust teaching by choosing additional activities/presentations as needed
6. Use other media resources as needed
7. Use variables of motivation to maintain student focus
8. Use variables of retention techniques to assure learning
9. Use closure
EVALUATE
Did Students Learn?

Teacher Actions Which Make Learning More Probable and Predictable When Using Instructional Television

a. Examine content of the resource.
b. Define goals.
c. Match goals.
d. Formulate objectives.
e. Study sequence and determine availability of materials.
f. Select activities which are relevant to objectives.
g. Identify strategies which are compatible with individual teaching style.
h. Select activities which will actively involve students.
i. Determine opportunities to adjust teaching as might be needed.
j. Assess opportunities to apply principles of learning.
k. Use telelessons which deal with predetermined objectives.
l. Use activities with specific purpose.
m. Integrate activities and presentations with individual teaching style.
n. Involve students in active participation prior to, during, and after telelessons.
o. Adjust teaching by choosing additional activities/presentations as needed.
p. Use other media resources as needed.
q. Use variables of motivation to maintain student focus.
r. Use variables of retention techniques to assure learning.
s. Use closure.


Pre-Lesson Diversity
Backgrounds
Abilities
Skills
Interests
Plan Lesson
Assess Interests, Abilities
Establish Need to Learn
Motivate Desire to Learn
Teach to Focus Class
gain entry level skills
know learning objectives
prepare for common learning experience
Present Problem
Common Learning Experience (Telelesson)
View Telelesson
Post-Lesson Diversity
Achievement
Interest
Motivation
Application
Assess Comprehension
Differentiate Instruction
Reinforce Concept
Re-Teach Concept if Necessary

Instructional Television Program Erasure Request

Please erase or destroy tapes of the following programs:

_____
Series Title

Lesson Numbers & Titles

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
Name

_____
Class

_____
Date

Instructional Television Program Dub Request

Please copy for future use the following programs:

Series Title	Taping Rights

Lesson Numbers & Titles	Date Broadcast	Time

Projected Use: _____

_____

_____

_____
Name

_____
Class

_____
Date

Instructional Television Reservation Request

Please reserve the following equipment

Series Title	Use Period 1st Choice	2nd Choice

Lesson Numbers & Titles

Video-Tape Reorder _____ Yes _____ No

Monitor _____ Yes _____ No

_____
Name

_____
Class

_____
Date

Instructional Television Video-Tape Index

Series Title	Taping Rights	Subject Area	Grade Level

Lessons	Objective
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Supportive Materials: _____

_____

_____

_____

_____

_____
Requested by

_____
Class

_____
Date